DOCUMENT RESUME

ED 159 850 EC 112 179

AUTHOR	Brolin, Donn E., Ed.
TITLE	Life Centered Career Education: A Competency Based Approach.
INSTITUTION	Council for Exceptional Children, Reston, Va.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	78
GRANT	OEG-0-74-2789
NOTE	205p.; Occasionally parts may be in small type
AVAILABLE FROM	Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($12.50, Publication No. 180)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; *Curriculum; Daily Living Skills; *Handicapped Children; Interpersonal Competence; Learning Activities; Occupational Guidance; *Performance Based Education
IDENTIFIERS	Programing Retarded in Career Education; Project PRICE

ABSTRACT

The text describes an approach to career education for handicapped children developed by Project PRICE (Programing the Retarded in Career Education) which encompasses 22 student competencies in three primary categories (daily living skills, occupational guidance and preparation, and personal-social skills). The bulk of the document is composed of listings of competency units for teaching each of 102 subcompetencies. Each unit contains information on objectives, activities/strategies, and adult/peer roles. A fourth chapter lists commercially available materials for career education activities, and includes information on material type, instructional level, price and publisher. Resources are listed for each of the 22 student competencies. A sixth and final chapter reviews methods for assessing student competency and planning for individualized education programs. Among three appendixes are the Competency Rating Scale Manual. (CL)

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LIFE CENTERED CAREER EDUCATION: A COMPETENCY BASED APPROACH

Edited by
Donn E. Brolin
University of Missouri—Columbia

EC112179

Published by **The Council for Exceptional Children**

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Published in 1978 by The Council for Exceptional Children,
1920 Association Drive, Reston, Virginia 22091

Library of Congress Card Catalog Number 78-67417

This product was supported in part by Grant No. OEG-0-74-2789 with the Bureau of Education for the Handicapped of the Office of Education, U.S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy and no official endorsement by the U.S. Office of Education should be inferred.

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Preface

What are the roles that people must be prepared to play in day to day functioning? What skills are necessary in order to adequately fulfill these roles? These are the kinds of questions addressed by the developers of the Life Centered Career Education Curriculum.

This is a program based on goals and objectives that are easy to understand because they are the skills and behaviors that every adult must use daily. The life centered career education approach is not restricted to the world of work; it encompasses all aspects of living. Skills such as making friends or planning recreational activities are often overlooked or taken for granted by educational programs. But in this curriculum they are basic building blocks to an integrated life. Unlike many programs, this curriculum begins by looking at the desired outcomes of school experience. By analyzing these desired outcomes into their component competencies, instructional activities become more meaningful. In the Life Centered Curriculum, the connection between the outcome, the adult life role, and the learning experience provided in school is clear to both learner and instructional staff.

The Life Centered Career Education Curriculum was conceived and born in the field of special education. The problems faced by handicapped learners in assuming their roles in adult society are more pronounced than those faced by others. Based on the belief that handicapped individuals can function competently given appropriate learning experiences, a curriculum was developed to provide the necessary instruction.

In the process of preparing the material for publication, the universality of the curriculum became obvious. Although most children eventually learn the skills and behaviors necessary to function as adults, many do not achieve competence without faltering somewhere along the way. By focusing on the competencies for real life functioning, all children and youth will be prepared to take their place with confidence in the community.

Jean N. Nazzaro
CEC Staff Editor

Foreword

PROJECT PRICE

A project to prepare school personnel for Programing the Retarded in Career Education (Project PRICE) was funded by a special project grant from the U.S. Office of Education, Bureau of Education for the Handicapped. The project was conducted by the Department of Counseling and Personnel Services at the University of Missouri-Columbia. The mission of this project was to develop a methodology by which school systems could produce locally sponsored inservice training in career education for students with mild retardation at the junior and senior high school level.

The basic purpose was to train general school personnel to better meet the needs of these students. Specifically, the project proposed to:

- Design and develop an inservice/staff development model.
- Develop appropriate techniques, materials, and experiences to train school personnel.
- Complete and disseminate an inservice/staff development training program for such personnel.

Project PRICE staff included: Donn E. Brolin, Project Director; Donald J. McKay, Associate Director; Lynda L. West, Assistant Director; and Michael C. Malver, Project Associate.

STAFF DEVELOPMENT MODEL

The project began in 1974 with a needs assessment study designed to find out (a) what teachers, counselors, administrators, and parents felt they needed in order to teach mildly retarded adolescents; (b) who was best equipped to teach these students life centered competencies; (c) what the barriers to integration of the handicapped were; (d) what materials they needed; and (e) what the inservice training needs of the school staff were.

The inservice training program that evolved over the 3 years was based on the responses to the above issues. The needs assessment survey was completed by 264 school personnel from six midwestern public school systems.

The staff development model that emerged from this project is in the *Trainers' Guide to Life Centered Career Education* by Brolin, McKay, and West (Reston VA: The Council for Exceptional Children, 1978). The trainers' guide does not tell what to teach; rather, it deals with the process of forming a cohesive school/community/parent support system capable of determining the desired focus of training and carry-through activities at the local level. Since each community is unique, it is more important to train people to identify and use their own local resources than it is to present a set of abstract outcomes which try to fit the needs of all children everywhere. By involving community representatives in the planning and implementation of the Life Centered Career Education Curriculum, they are given a stake in the outcome. If graduates of the system do not succeed, the whole community must share the burden of responsibility, and when graduates do succeed, the community can share in the pride.

This publication, *Life Centered Career Education: A Competency Based Approach,* also emerged from Project PRICE. This comprehensive curriculum and resource publication is a prime example of how effort, expended to help a specific population, may end up helping everyone.

Several individuals outside the project staff contributed significantly in the development of this publication. The competency unit format was conceived by Harry Drier, Jr., research and development specialist, Ohio State University. Mr. Drier was a National Advisory Committee member of Project PRICE. He has written extensively in this area and has been heavily involved in career education curriculum development for several years. Other National Advisory Committee members and consultants also provided suggestions which led to the final design of the competency units.

During the initial field testing, participants from six cooperating school districts wrote preliminary competency units. The PRICE staff, using the participants' work and other written sources, recast the competencies into a consistent format. Dr. Charles Kokaska, special educator from California State University at Long Beach, further refined each competency unit into a working draft. Five national special education experts then evaluated the behavioral objectives for each subcompetency and made further suggestions for improvement.

Evaluation results have been carefully considered in preparing the final draft of this publication. According to a variety of evaluation measurements, the PRICE Inservice Training Program successfully provided benefits and terminal outcomes which promoted education for students with mild retardation.

Unplanned side effects included:

- An increase in mainstreaming.
- Improvement in individualized instruction for all students.
- Broadened curriculum for regular students.
- Improved relationships with community agencies.
- A common focus for team efforts.

We are indebted to the many individuals who have contributed to the development of this publication. Their efforts have made this text one which is practical and directed to the life centered career education needs of all students.

Donn Brolin
Project PRICE Director

Introduction

The Life Centered Career Education Curriculum brings relevancy into the classroom for all students. This is not just a piece of curriculum; rather, it is a total approach to learning that synthesizes basic subject areas into a cohesive program. The curriculum is concerned with three domains: daily living skills, personal-social skills, and occupational guidance and preparation. These curriculum areas are developed around 22 specific learner competencies. Competencies include such topics as managing family finances; engaging is civic activities; maintaining good interpersonal skills; and seeking, securing, and maintaining employment. The skills addressed by the Life Centered Curriculum are essential for a person to function adequately and independently as a citizen in today's society.

Each competency is broken down into subcompetencies, which are further delineated into learner objectives. Activities and strategies are suggested for every learner objective. Furthermore, the roles of teachers, community workers, parents, and peers are also proposed for each objective.

The curriculum presents 102 subcompetencies ranging from identifying money and making correct change to driving a car—from attaining a sense of body to understanding the subtleties of communication—from identifying the personal values met through work to maintaining postschool occupational adjustment.

RELEVANCY LEADS TO ENHANCED MOTIVATION

The life centered approach to career education reflects a philosophy that career education embraces the full range of life experiences and should not be limited simply to vocational skills. A life centered curriculum brings relevance to subject matter. Youngsters need not learn arithmetic in a vacuum; rather, they learn it in order to pay their bills, to estimate their gas mileage, and to determine how long they will have to work in order to earn their first million. By infusing the curriculum with practical applications, learning takes on an added vitality and motivation is enhanced.

DEFINING COMPETENCIES

The Life Centered Career Education Curriculum was originally developed for use with mildly retarded secondary students. The special educators who designed the competency units wanted to provide the slower learning adolescent with the skills that are necessary to fit in with confidence in everyday life. By analyzing the barriers to normal functioning, it was possible to identify more clearly the competencies that needed to be addressed. For example, many retarded individuals have difficulty maintaining a job because they do not know how to interact socially with fellow workers. To overcome this barrier the Life Centered Curriculum focuses on such skills as knowing how to listen and respond, knowing how to make and maintain friendships, and understanding the impact of one's behavior on others. The problems experienced by slow learning individuals are experienced by most children and youth some time during their process of development. In reviewing the competencies presented in the Life Centered Career Education Curriculum, every item is important for all children to master.

MAINSTREAMING

Today's emphasis on educating handicapped children with children who are not handicapped requires new curriculum materials and teaching strategies. The Life Centered Curriculum meets this need. Furthermore, it is open ended and flexible enough to allow the creative teacher to augment and modify the program according to the needs of individual children. Although the material was developed for adolescents, much of it is also appropriate for the elementary grades. Units on awareness and exploration of life roles and occupational alternatives may be introduced long before junior high school. There is a scarcity of good materials in career education for use at the elementary level; this text makes a valuable contribution in this area.

DETERMINING COMPETENCY LEVELS

Defining learner objectives, describing activities, and suggesting the role that adults and peers may play in helping learners attain specific goals is only a part of this publication. Assessing the existing competencies a child possesses prior to instruction is essential to good teaching practice. A student competency rating scale that assesses the competency level of each of the 102 units is included. Ratings are based on observations rather than on paper and pencil measures. The Competency Rating Scale Manual (Appendix A) gives directions on how to make judgments about the learner's skill level. The rating scale is a useful device for keeping track of progress and can be used as a pretest and posttest measure.

INDIVIDUALIZED EDUCATION PROGRAMS

Teachers who have handicapped children in their classrooms are required to develop written individualized education programs (IEP's) for each of them. Because this is such a new requirement, legislated under the Education for All Handicapped Children Act of 1975 (Public Law 94-142), many educators lack the training and experience to carry out this responsibility. The special educators who developed this material recognized that IEP development could be accomplished more readily by providing teachers with a format that meets all the requirements of the law. Based on the results of the student competency rating scale, deficit skills can be identified. Annual goals (competencies) and short term instructional objectives (subcompetencies) can be selected. Teachers who wish to move toward individualizing instruction for every child—not just the handicapped—can use the rating scale and IEP format universally.

HANDICAPPED LEARNERS

Teachers who are apprehensive about having handicapped learners in their classroom will find the annotated bibliography and media section most useful. The authors have selected journal articles, books, and media that realistically describe and illustrate the experiences and behaviors of handicapped people. Not knowing what to expect is a primary cause for apprehension. By reviewing some of the materials in the resource section, teachers and community workers can discover the potential of the handicapped learner and proceed with confidence.

CURRICULUM MATERIALS

Backing up the activities section of the curriculum is an extensive list of commercially available materials. The materials have been conveniently referenced by domain. Each item is fully described; price and manufacturer are noted.

1. Career Education

Donn E. Brolin

Since the time that career education was established as a priority in education, numerous efforts to conceptualize and implement it have occurred at federal, state, and local levels. Federal efforts have included financial assistance to states and local school districts as well as technical assistance through conferences, workshops, research, and demonstration projects. Many states have developed career education position statements and/or guides, have held conferences and workshops, and have supported local school district career education projects financially. Local school districts across the country have formulated and begun the implementation of career education concepts.

Efforts by federal, state, and local educators to conceptualize and implement career education in the schools are being received with mixed reactions however. Some individuals and groups endorse the concept wholeheartedly, others have taken a "wait and see" attitude, and still others are clearly reluctant. These differences of opinion concerning the nature and structure of career education are substantial. They result in part from the different perspectives that individuals and groups have about the growth and development of individuals and their social institutions. These differences form the basis for a number of critical issues in career education which must be resolved if its full potential is to be realized.

DEFINITION

The term *career* connotes many *settings* (home, school, occupation, community); many *roles* (student, worker, consumer, citizen, family member); and many *events* (job entry, marriage, and retirement) (Gysbers & Moore, 1973). Thus *career* connotes one's role not just as a producer (or worker) but as a learner, consumer, citizen, family member, and social-political human being (Gordon, 1973).

The definition of career education used in this text is based on the above conceptualizations.

> Career education is the process of systematically coordinating all school, family and community components together to facilitate each individual's potentials for economic, social and personal fulfillment. (Brolin, 1974)

Thus, career education is conceived as a *life centered approach* to education—one that infuses all of education. It is a complete educational concept, focuses on all phases of life, is education over the life span, is open and continuous, involves *all* educational staff, is community based education, and is accountable education (Gysbers, 1975).

LIFE CENTERED CAREER EDUCATION PROPOSITIONS

Several key concepts must be incorporated into the educational program for the above career educational conceptualization to be implemented. Based on previous work by Moore and Gysbers (1972), Mangum (1973), and the Project PRICE staff, the following are proposed as necessary for the development of a comprehensive career education curriculum that is consistent with the life centered definition:

1. Career education is an extension from early childhood through the retirement years.
2. It focuses on the full development of all individuals.
3. It provides the knowledge, skills, and understandings needed by individuals to master their environment.
4. It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.
5. It encompasses the total curriculum of the school and provides a unified approach to education for life.
6. It is a life centered approach which focuses on the total life roles, settings, and events and their relationships which are important in the lives of individuals, including those that pertain to work.
7. It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the various disciplines.
8. It includes learning in the home, private and public agencies, and the employment community as well as the school.
9. It encourages all teachers to relate their subject matter to career implications.
10. It includes basic education, citizenship, family responsibility, and other important education objectives.
11. It provides for career awareness, orientation, exploration, and skills development at all levels and ages.
12. It provides a balance of content and experiential learning, permitting hands-on occupational activities.
13. It provides a personal framework to help individuals plan their lives including career decision making.
14. It provides for the acquisition of a saleable occupational entry-level skill upon leaving high school.
15. It is a life long education based on principles related to total individual development.
16. It actively involves the parents in all phases of education.
17. It actively involves the community in all phases of education.
18. It encourages open communication between students, teachers, parents, and the community.

THE NEED FOR CAREER EDUCATION FOR HANDICAPPED LEARNERS

The May 1973 issue of *Exceptional Children* strongly supported the career education movement for the handicapped. In that issue Falck (1973) stated that the responsibility of educators is to develop programs to help retarded students learn specific social skills so that employers will want to hire them. She described career education as socially oriented, giving "educators the opportunity to increase a learner's interest in his world by improving the interfacing between the community and the school" (p. 660). In the same issue Grenda (1973) pointed out that because of handicaps, some students are not in a competitive position in our society. Even if they have a specific job skill, they may experience difficulty in employment if they cannot socially adapt to the work environment. Also in the same issue, Brown (1973) wrote that the exceptional child is expected to absorb too much. Instead we should zero in on terminal objectives so that special education students are prepared for employment when they leave school. Educators need to concentrate on real life needs, job connected needs, and survival needs.

A review of the literature shows that the key concepts of career education are similar to those currently being emphasized in special education. Clark (1974) listed the Bureau of Adult, Vocational, and Technical Education, US Office of Education's (1971) goals of career education and suggested that they also are acceptable goals for the education of educable retarded students. These goals are:

1. To make all instructional subject matter more personally relevant through restructuring and focusing it around a career development theme when possible.
2. To provide all persons the guidance, counseling and instruction needed to (a) develop self-awareness and self-direction, (b) expand occupational awareness and aspirations, (c) develop "appropriate" attitudes about the personal and social significance of work.
3. To assure all persons an opportunity to gain an entry level marketable skill prior to their leaving school if termination is necessary or a desirable option.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to become employed or to pursue more training.
5. To provide placement services for every person in his preparation for a career, whether it be placement assistance in employment or further education.
6. To build into the educational system greater involvement and coordination of all possible resources in the community.
7. To facilitate entry and re-entry, either into the world of work or the educational system, for all persons through a flexible educational system which continually reviews and expands educational and occupational options. (p. 3)

Career education is needed as much for mildly retarded persons as it is for all individuals in regular educational programs. This goal is strongly supported by the Bureau of Education for the Handicapped, US Office of Education, as evidenced by the fact that the Bureau "provides financial aid to help stimulate the initiation, expansion and improvement of career education programs for the handicapped throughout the nation" (Martin, 1973).

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Moore, E., & Gysbers, N. Career development: A new focus. *Educational Leadership,* 1972, *30,* 1-8.

2. The Life Centered Career Education Curriculum

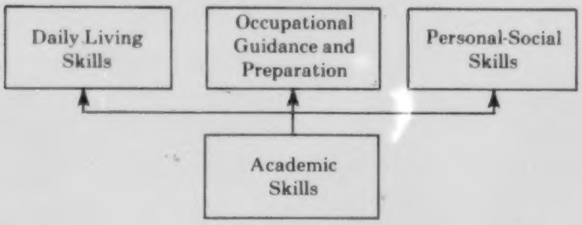
Donn E. Brolin

The position on which this curriculum is based is that career education is more than just a part of the educational program—it *is* the program. The Life Centered Career Education Curriculum underscores this point with its emphasis on daily living skills, personal-social skills, and occupational skills, all supported by academic skills. This is not to imply that career education is the only education students should receive. but it should be a significant and pervasive part of what is taught. Career education is not simply another name for occupational education. Instead, it is education that focuses on facilitating growth and development for *all* life roles, settings, and events.

This broad life view of career education is readily apparent in the Life Centered Career Education Curriculum which organizes 22 student competencies into three primary categories—daily living skills, personal-social skills, and occupational guidance and preparation. Instruction to develop academic competencies is seen as supportive to skills in these three categories. This is illustrated in Figure 2-1.

FIGURE 2-1

Curriculum Areas for the Life Centered Career Education Curriculum Model



Based on previous research (Brolin & Thomas, 1971, 1972; Brolin, 1973a, 1973b; Brolin, Malever, & Matyas, 1976) and input from several other studies and professional opinions, 22 career education competencies were identified as priority areas. Each can be classified under one of the three primary curriculum areas and should constitute the basic objectives of programs at this level. The 22 competencies and their subcompetencies are listed in Figure 2-2. Discussion of each curriculum area and related competencies is presented in the following section.

CURRICULUM AREAS AND COMPETENCIES

Daily Living Skills

All students, including most educable retarded students, have the potential for becoming independent or semi-independent citizens. Most will become home managers or homemakers; they will marry and raise families. A certain percentage probably will not make large salaries; thus, it is crucial that they learn how to manage a home, family, and finances as effectively as possible. The competencies selected for the Life Centered Curriculum are:

1. *Managing Family Finances.* It is particularly important for individuals to learn how to manage their money. This would include using and realizing the value of simple financial records, knowing how to obtain and use bank and credit facilities, and planning for wise expenditures. Computational skills in figuring a checkbook and budget are also necessary.
2. *Selecting, Managing, and Maintaining a Home.* Students must learn how to care properly for a home, its furnishings, and equipment, particularly since such equipment is expensive to purchase and repair. Repair of appliances, broken furniture, electrical plugs, plumbing, etc., should be given a significant amount of stress in curricular efforts.
3. *Caring for Personal Needs.* Grooming and hygiene methods, sex education, and physical fitness are examples of knowledge one must have to take care of personal, bodily needs. Lack of competency in these areas creates problems of acceptance and adjustment.
4. *Raising Children and Family Living.* Students will have to understand the components of effective family living: setting goals and making decisions, choosing lifestyles, managing available resources, expanding and controlling family size, providing for needs of children and adults, and ensuring the safety and health of all family members. Also of importance is the understanding of childhood, adolescent, and sexual experiences.
5. *Buying and Preparing Food.* A great majority of children in low income families grow up with significant nutritional deficiencies. Training in planning proper meals, purchasing, caring for and storing food, and preparing the proper types of meals is extremely valuable. Learning how to work safely in the kitchen, including the proper use and care of knives and other equipment including stoves, should be stressed.
6. *Buying and Caring for Clothing.* Learning how to purchase appropriate clothing, cleaning and pressing apparel, and repairing clothing should be included in the student's training. Another area of importance is constructing garments and other textile projects such as drapes, wall hangings, weaving, etc.
7. *Engaging in Civic Activities.* To become a contributing member of the community, students must learn about the laws of the United States, what rights one has, how to register and vote, citizen responsibilities, state and local laws, customs, and other such matters.
8. *Utilizing Recreation and Leisure Time.* Presently, in our country we are moving toward shorter work weeks while employment is becoming more difficult to obtain. Therefore, it becomes crucial that knowledge of possible leisure activities and resources be made available to all students. Such activities can

also be valuable in building personal friendships, self confidence, and other skills.

9. *Getting around the Community (Mobility).* Students need to be able to use intercity and intracity travel resources. They should learn to drive a car, obey the traffic laws, and know the agencies that can aid in mobility needs. In this mobile society, it is paramount that one be able to get around efficiently in his work, leisure, and civic pursuits.

Personal-Social Skills

Developing independence, self confidence, and socially acceptable behaviors and maintaining personal friendships are critical skills for students to learn if they are to adjust satisfactorily in the community. Continuing the previous list, the primary competencies that should be learned in this curriculum area are:

10. *Achieving Self Awareness.* Students must learn to understand, accept, and respect their own uniqueness as individuals. They must gain an understanding of their abilities, values, aspirations, and interests and how they can be incorporated into a lifestyle that will be meaningful and fruitful to them. Learning who they are and what they can do with their life is an important precursor to each of the subsequent competencies needed for societal assimilation.
11. *Acquiring Self Confidence.* Minority persons, including the handicapped, are often the subject of cruel and inhumane ridicule and rejection. They are frequently made to feel different, incompetent, and unwanted, which causes them to have degrading feelings and attitudes about themselves. Students need to be in an environment which gives them positive reinforcement, motivation, and appropriate conditions for learning and behaving. Unless these feelings are overcome, and students can experience success related to community experiences, many students will fail at community living. This is a time of great change and personal confusion for youth, and they need to explore extensively their roles as individuals in this society.
12. *Achieving Socially Responsible Behavior.* There are many children in our schools who fail to understand modes of social etiquette and appropriate social behaviors. Understanding the characteristics of others, how to react in various situations, how to form and maintain social relationships, dating, and eating out are examples of coping behaviors dealt with in this unit.
13. *Maintaining Good Interpersonal Relationships.* Learning to get along with people is one of the greatest problems all of us face. In too many instances, research has demonstrated this to be a prime reason for loss of job, especially for retarded workers. Having an appropriate circle of friends with which to associate during recreational and leisure time is another area of focus. Many people apparently lack the knowledge of how to develop meaningful friendships.
14. *Achieving Independence.* Concentrated efforts to develop independence must be made; students must learn to do things by themselves. They must learn to accept responsibility for their own actions—for example, getting around in the community, choosing friends, getting to school on time, and deciding what to wear.
15. *Achieving Problem Solving Skills.* Throughout the developmental years, many children, especially handicapped children, have decisions made for them. All children must learn what constitutes a good decision, the steps involved, and the many factors entailed in decision making.
16. *Communicating Adequately with Others.* Students must have the necessary communication skills to express themselves and understand others so that they can interact effectively, both verbally and nonverbally. The ability to make one's thoughts understood is extremely important, but may be difficult, especially for slower learners.

Occupational Guidance and Preparation

Many people do not attain their true potential in the labor market. They are relegated to unskilled, low paying jobs and become marginal workers. If people are to approach their true potential, they need to become more aware of diverse job possibilities, develop the necessary skills, be provided with varied work experiences, and learn to make logical and viable job choices as they move through the educational system. Thus, early educational efforts must be initiated in the areas of occupational awareness and counseling, work evaluation, work adjustment, vocational education and training, job tryouts, job placement, and followup. The competencies deemed important in this curriculum area are:

17. *Knowing and Exploring Occupational Possibilities.* Many children and youth have an extremely limited perspective of the world of work. They lack both relevant information and experience. Field trips, community speakers, summer work experience, state employment service, films, and literature must be made available in a concentrated fashion.
18. *Selecting and Planning Occupational Choice(s).* Students must become aware of their specific abilities, interests, and needs, and how they relate to their future life work. Concentrated and periodic vocational evaluation and guidance are needed so that students will have sufficient information about themselves and their occupational options.
19. *Exhibiting Appropriate Work Habits and Behaviors.* It is important for educational programs to simulate working environments in the school setting besides those available in the community in order that appropriate work behaviors can be learned. Too many stu-

dents possess a false conception of the characteristics of a good worker and do not develop the type of skills needed for entry level jobs.

20. *Exhibiting Sufficient Physical-Manual Skills.* Schools must begin developing a student's physical and manual abilities in the elementary program. Many jobs available for people entering the job market require considerable fine or gross finger dexterity and standing, pulling, pushing, lifting, and carrying abilities.
21. *Obtaining a Specific Occupational Skill.* Learning a specific job skill will not pigeonhole students for life and will not disqualify them later for work or training in another occupation. Vocational education and on the job training while attending the secondary program are crucial to a student's ultimate level of vocational attainment.
22. *Seeking, Securing, and Maintaining Employment.* One of the greatest problems students are facing is not knowing how to find, apply for, and maintain employment. Students must learn the strategies to secure employment and the resources available to help them when they need assistance (e.g., state employment service, vocational rehabilitation, social services, rehabilitation facilities, want ads).

Each of the above competencies has been divided further into subcompetencies which will be presented in Chapter 3, Competency Units. There are 102 subcompetencies that appear crucial to the ultimate acquisition of the 22 primary competencies.

IMPLEMENTING CAREER EDUCATION

Implementing career education means selling change; this is not always easy to do. The inservice training that prepares school districts to implement this career education plan requires the involvement of a variety of resources. A Career Education Special Needs Committee is extremely important in furthering the development, approval, and implementation of the plan so that career education is put into practice. Guidelines for the development and implementation of a career education plan are detailed in the *Trainers' Guide to Life Centered Career Education* (Brolin, McKay, & West, in press).

If career education is to be implemented there must be active cooperation and involvement of both school and nonschool personnel (i.e., parents, business and industry workers, and community agency representatives). The total curriculum will need to be sequenced definitively and logically, from elementary to postsecondary. Elementary and secondary personnel must coordinate their efforts to provide sequentially for the learning of each competency.

Career education requires a shift from the traditional content based curriculum to one which is more process based. Moore and Gysbers (1972) cautioned against viewing students as having to be brought up to a grade level by the end of the school year at all costs, thereby creating passive-dependent students who may be apathetic, irresponsible, or rebellious. A process oriented approach, relating curriculum directly to the outside world, and focusing on each student's unique ways of learning and becoming motivated, is recommended as more appropriate. In process education, primary emphasis is on developing skills; acquiring knowledge and information (content) is secondary. In curriculum development and lesson planning, the key question is: What skills (competencies) are essential to the individual in order to make him a more effective person? In process education, the content of the curriculum is selected for its utility in facilitating and exercising those skills. The skills are the goals within the curriculum, the vehicle by which the goal of skill development may be realized (Cole, 1972). Thus, a competency based curriculum should be designed to assure that each student acquires competencies deemed essential to function adequately as a consumer, a producer, a learner, and a citizen (Parnell, 1973). Some slow learning students may require more time to acquire the competencies deemed essential for community living. Extended secondary programs or appropriately designated postsecondary programs may need to be considered.

The proposed competency based curriculum approach does not necessarily mean the abolishment of courses and structure currently operating in school programs. It does require, however, that instructional content be selected according to the ability for facilitation and student acquisition of the competencies. It is recommended that academic studies be taught primarily in conjunction with the student's need for such instruction in acquiring each competency. Students should be placed in classes which offer the best method of competency attainment. It is important to remember that the role of the curriculum is to guide instruction but not to prescribe the means. Therefore, each school system must decide how it can infuse the teaching of the Life Centered Career Education competencies into its curriculum.

INSTRUCTIONAL RESPONSIBILITIES

Implementing an effective career education program is predicated on the appropriate redirecting of traditional teacher/counselor roles and a heavier involvement and investment in educational programing from parents, community agencies, and business and industry personnel. In the development of each school's career education plan, these roles should be clearly explicated by a Career Education Steering Committee with input from parents and community representatives. Suggested roles for the allocation of curriculum responsibilities are presented in Table 2-1. It is expected that roles will vary from school to school.

Curriculum Area	Competency		
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body	44. Identify interests and abilities
	11. Acquiring Self Confidence	48. Express feelings of worth	49. Tell how others see him/her
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance	54. Know proper behavior in public places
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond	59. Know how to make & maintain friendships
	14. Achieving Independence	62. Understand impact of behaviors upon others	63. Understand self organization
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts	67. Understand the need for goals
	16. Communicating Adequately with Others	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	19. Exhibiting Appropriate Work Habits & Behaviors	87. Follow directions	88. Work with others
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, & Maintaining Employment	98. Search for a job	99 Apply for a job

FIGURE 2-2
Life Centered Career Education Competencies

Subcompetencies

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay takes		
8. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices.		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

TABLE 2-1
Suggested Allocation of Curriculum Responsibilities

Compentency	*Junior High Curriculum*	*Senior High Curriculum*
Daily Living Skills		
1. Manage family finances	Business, Math	Home Economics, Math
2. Select, manage, and maintain a home	Home Ec., Vocational Ed.	Home Economics
3. Care for personal needs	Home Ec., P.E./Health	Home Economics
4. Raise children and enrich family living	Home Economics	Home Economics
5. Buy and prepare food	Home Economics	Home Economics
6. Buy and care for clothing	Home Economics	Home Economics
7. Engage in civic activities	Social Studies, Music	Social Studies, Music
8. Utilize recreation	P.E., Art, Music, Counselors	P.E., Art, Music
9. Achieve community mobility	Home Economics	Driver Education
Personal-Social Skills		
10. Achieve self awareness	Music, P.E., Counselors	Art, Music, Counselors
11. Acquire self confidence	Art, Music, P.E., Home Economics, Counselors	P.E., Counselors, Social Studies, Art, Vocational Ed., Music
12. Exhibit socially responsible behavior	P.E., Counselors, Music	Social Studies, Music
13. Exhibit interpersonal skills	Counselors	Music, Counselors
14. Achieve independent functioning	Counselors	Counselors
15. Practice decision making, problem solving	Math, Counselors	Science, Counselors
16. Communicate adequately	Language Arts, Music, Speech, P.E.	Language Arts, Speech, Music, Art
Occupational Guidance and Preparation		
17. Gain occupational knowledge and exploration	Vocational Education, Home Ec., Counselors	Counselors
18. Make appropriate occupational choices	Business, Vocational Ed., Counselors	Counselors
19. Acquire appropriate work habits and behaviors	Vocational Ed., Math, Home Ec., Art	Home Ec., Vocational Ed., Music
20. Acauire physical and manual skills	Vocational Education, P.E.	Vocational Ed., P.E., Art
21. Obtain a specific occupational skill	Vocational Ed., Home Ec.	Vocational Ed., Home Economics
22. Seek/secure employment	Counselors	Counselors

MAINSTREAMING EXCEPTIONAL STUDENTS IN THE LIFE CENTERED CAREER EDUCATION PROGRAM

Role of Special Educators

The Life Centered Curriculum approach advocates a definite changing role for the special education teacher. The teacher would become more of a consultant/advisor to other school personnel, parents, community agencies, and industries by coordinating services and integrating the contributions that school, community, and home can make in meeting each student's life career development needs.

The special education teacher will still be needed to provide specific classroom instruction when it cannot be provided appropriately to certain students in regular classes or community services. In addition, special tutoring will be necessary for many exceptional students to enable them to keep up in regular classes.

Special education teachers will need to advise school and nonschool personnel on how they can best work with each student. Brolin, Malever, and Matyas (1976) found that regular educators felt the following support was needed from special education teachers: (a) inservice assistance, (b) methods and materials consultation, (c) modifying/developing materials, and (d) sharing relevant information on the student's basic academic skills, values, and attitudes.

Integration of retarded students into regular classes is highly recommended but only when there are assurances it will be beneficial to the student in competency attainment. A major responsibility of the special educator should be to monitor each student's progress and to assume the responsibility of determining where, how, and when each competency is to be acquired.

Role of Regular Educators

A needs assessment study related to this program revealed that most teachers and counselors felt their discipline was appropriate for assisting educable retarded students in acquiring certain aspects of at least some of the career competencies if they were provided with the necessary training. The investigation also revealed that there are different patterns of competencies appropriate for the same discipline at different grade levels.

With program goals and objectives more clearly delineated and assistance from special education teachers readily available, most educable retarded students should be able to be assimilated into regular classes and programs. Table 2-1 suggests which regular teachers and counselors may be most appropriate for teaching the 22 competencies. This information is presented to serve *only* as a guide in determining instructional responsibilities. There may be other personnel who would be equally appropriate to assume the responsibility of teaching specific competencies.

Role of the Family

Family members are crucial to the success of a career education program for exceptional students. No matter how good the curriculum and its instructional services, students can fail if the family is not supportive. Families must believe that the school is genuinely interested in their children, and that it has designed a meaningful curriculum. Parent involvement in the Life Centered Career Education inservice workshops and the development of a local career education plan is absolutely necessary so that roles and responsibilities may be clearly delineated.

With guidance and assistance from school personnel, the family can contribute to the learning of every competency. The home is a fertile ground for teaching personal-social, daily living, and occupational skills. Parents can assist their children by structuring responsibilities, developing career awareness, teaching specific skills, and providing a secure psychological environment where self confidence and independence can be developed adequately. Family members should also be encouraged to participate in class activities.

Role of Community Personnel

Community Agencies and Organizations. Professional workers from such agencies as the state vocational rehabilitation agency, employment service, social service agency, public health, rehabilitation centers and workshops, and mental health agencies are examples of major governmental services that should be utilized for the career development of retarded students. In addition, there are several community service organizations, civic clubs, and other resources that are available in most communities that can be major contributors to the career education program. Some examples of service organizations are the YMCA, YWCA, Red Cross, League of Women Voters, and the American Legion. Some examples of civic clubs are the Jaycees, Rotary Club, Kiwanis, Elks, and Lions Club, which generally involve themselves in projects for community improvement. Some other community resources that might be used are the local association for retarded citizens (ARC), churches, hospitals, nursing homes, libraries and Big Brothers, to name a few.

Business and Industry. Community workers are particularly significant in the Occupational Guidance and Preparation curriculum area. Field trips and on the job tryouts in business and industry inject the realistic components needed in a career education curriculum. Business and industry people should be requested to speak to classes, serve as resource persons, serve on career education advisory committees, sponsor cooperative work-study programs, provide appropriate media for classes, and assist in course development. Clergymen, bankers, politicians, firemen, policemen, medical personnel, and other community workers can assist in the Daily Living Skills curriculum area.

An effective and comprehensive school-community relationship will greatly enhance the implementation of a meaningful career education curriculum for all students. Career education requires the effective use of community resources so students may adequately explore and be prepared for the real world.

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3. Competency Units

This chapter presents the competency units that have been developed to assist school personnel in teaching the 22 career education competencies.* The competency unit is a systematized unit approach to teaching each of the 102 subcompetencies.

COMPETENCY UNIT STRUCTURE AND CONTENT

Each competency unit contains three sections, in addition to its identification: objectives; activities/strategies and adult/peer roles, designed to assist teachers and counselors in providing students with experiences to develop and demonstrate each competency. No specific grade or developmental level is suggested for the teaching of each competency unit (subcompetency)—this is left to the discretion of the individual school and their career education plan. Obviously, some competency units could be taught during the elementary years, whereas others are more appropriate at the junior high and senior high levels. The Competency Rating Scale (CRS) should assist educators in determining what competencies and subcompetencies have been acquired so appropriate educational programing can be done for each student. Description of the CRS is presented in Chapter 6 and the CRS manual is presented in Appendix A. Each section of the competency unit is discussed below.

Objectives

Each competency unit contains suggestions for the sequencing of performance objectives for a specific subcompetency. An attempt has been made to arrange the objectives in a logical order although they can be arranged according to the instructor's evaluation of the student needs, to fit a class, or to correspond to the availability of resources. Objectives may be expanded and/or developed into smaller components to meet the specific learning abilities of the students. Additional performance objectives can be added to meet the individual needs of the learner.

Activities/Strategies

Activities are the vehicle by which teachers and counselors shape the competencies. The suggested activities and strategies have *not* been arranged in a rigid hierarchy although some consideration has been given to difficulty levels. More appropriate activities may be inserted, depending on the characteristics of the students and available resources. The suggested activities/strategies make use of a wide assortment of resources and plans for instructions to prompt the teacher to approach the teaching task with variety. Utilization of community personnel to provide instructional activities and support is highly encouraged.

Adult/Peer Roles

School personnel must continually attempt to bring their students into contact with community representatives—particularly role models for the demonstration of the competencies. In addition to owners of business and industries, it is recommended that individuals who have jobs similar to those which retarded students might later obtain should speak to the class about their work.

The adult/peer section includes adult models, sources of information from a career perspective, former students who are closer in experience, parents, and peers (e.g., siblings, fellow students from regular classes and fellow students from the same class). In some cases, parents have been identified as the most appropriate agent. In other cases, parents and peers could participate with the student. The instructor should select the most appropriate agent, based on agent availability, student's level or ability, and the sequence of activities. Numerous activities require the same community source or person.

INFUSION

To achieve the goals of the Life Centered Career Education Curriculum educators must examine new ways to realistically provide career relevant experiences and content within a *career education* context. The career educational construct (or vehicle) brings new life role meanings to the existing curriculum. Therefore, a change process referred to as *infusion* is suggested.

Infusion refers to the process of integrating career development goals based on student career development competency needs with current subject matter, goals, and content. This curriculum development concept is used to assure the delivery of an integrated career education program.

Two important tasks must be considered in both the development and the use of the competency units. Relationships among the units must be established and the points at which they are infused most effectively into the total curriculum must be determined. The relationship of some units to a single discipline or subject will be obvious while others will not be as easily identifiable. The *progression of skill development*, concept difficulty, and application of knowledge may also need refinement as the units are used in a given sequence.

GUIDELINES FOR EFFECTIVE USE OF COMPETENCY UNITS

Effective instructional use of these units is contingent on certain conditions or factors. As in any instructional program, teachers and counselors are obligated to make decisions and adjustments regarding the use of each unit activity in the light of (a) the needs and motivations of their students, (b) varying teaching/learning styles, (c) factors of the physical and psychological environment, and (d) standards of excellence and the instructional policies of the school administration. Thus, most specific questions which teachers and counselors may ask about the use of these units should be answered with reference to (a) what is more facilitative and growth producing for individual student(s); (b) the given or appropriate mode of interaction among faculty and students, considering, for example, their individual teaching/learning styles; and (c) the requirements or expectations of the local school district.

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*Appreciation is extended to Harry Drier, Jr., Ohio State University, and Charles Kokaska, California State University at Long Beach, for their valuable contributions in preparing this chapter.

Faculty members may pose questions and express concern regarding issues such as scope and sequencing, grade level specification, modification of learning activities, use of alternate activities and resource time restrictions, team teaching arrangements, etc. An appropriate but general response to these matters would be to encourage the faculty to exercise their personal and professional judgment in dealing with problems. The best choices a teacher or counselor can make are those which are most advantageous to the individual student in the quest to achieve career development growth. Thus, the welfare of the student, given all of the implications of the teaching/learning environment (community, school, and classroom) should guide the users of this curriculum.

The Life Centered Career Educational Curriculum advances the belief that curriculum development should take place in the local school system. The success of curriculum alteration depends on the degree to which affiliated teachers are involved in determining curriculum changes. Grass roots participation of teachers in determining curriculum goals, objectives, and teaching strategies should provide a higher quality career education program than a commercially developed and adopted program. A curriculum framework for teaching competencies is suggested; however, this framework has been designed to be easily modified to meet special needs in local settings.

The competency units presented on the following pages are intended to serve as a guide for teaching the 22 life centered competencies. We believe that these suggestions will result in a more meaningful education and ultimate success for all citizens. (Also, note that Chapter 4 presents a listing of commercially available instructional materials that can be used to assist in the teaching of competency units.)

DAILY LIVING SKILLS

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 1. Identify Money and Make Correct Change

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify various forms of currency by size and denomination.	• Students practice with authentic money. • Students construct money puzzles. • Students quiz each other with money flashcards. • Students construct displays or posters of money with magazine cutouts and pictures.	• Parents or peers practice currency identification with the student. • Parents or peers devise questions or games that allow the student to identify the varieties of currency from memory.
b. Count money in coin and bill denominations.	• Students devise buying/selling games using play money. • Students play structured money games (e.g., Monopoly). • Students count out varying amounts of play or real money to each other. • Class bulletin board demonstrates money in relation to numbers.	• Parents or peers give the student different denominations and ask for particular amounts in practice exercises. • Parents allow the student to count out the necessary amounts of purchases while shopping.
c. Make correct change from both coins and bills.	• Students operate a "store" and "bank" to practice making correct change.	• Teller or cashier demonstrates skill in making change.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Class role plays situations in which students must make change. • Class identifies all possible situations where knowledge of making change would be important. • Students go on a field trip to a store or bank, where they observe change making done by cashiers or bank tellers.	• Parents allow the student to give money to a salesperson for purchase, to receive the change, and to count the change. • Parents or peers role play "customer" while the student role plays "clerk" using real or play money.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 2. Make Wise Expenditures

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate the ability to read and use tags and labels in common purchasing.	• Students collect tags and labels from food, clothing, and other purchases for the bulletin board. • Class constructs "items" (from old cans, boxes, etc.) and marks with real labels and tags—students then practice making wise expenditures in the classrooms. • Students take a field trip to the market to practice reading labels. • Students go on a field trip to the market to practice reading unit pricing indicators.	• Parents explain how to best utilize information on labels and tags. • Representative of Consumer Protection discusses "problems" in reading labels.
b. Categorize purchasable items in regard to quality and quantity.	• Class discusses the difference between quality and quantity. • Students go on a mock shopping trip in which they differentiate items in regard to quantity and quality. • Students collect magazine and newspaper ads, can labels, and tags, to make comparisons in price, quantity, and quality. • Students practice computation in figuring single unit purchases when prices are shown in multiples (e.g., 3 cans for 40¢).	• Parents elaborate on how they choose items to be purchased. • Representative of Consumer Protection discusses levels of quality.
c. Identify and differentiate luxury and necessity purchases in the areas of food, clothing, housing, and transportation.	• Class makes posters on necessary and luxury items. • Class discusses luxuries and necessities in relation to individual life styles and economics. • Students collect newspaper ads that illustrate appeal to buy "luxury" items. • Students take field trip to several supermarkets for comparison of prices. • Students collect newspaper/magazine advertising for various products for bulletin board. • Students watch television ads and discuss comparative advertising. • Class makes posters on advertising. • Students identify television/radio commercials and newspaper/magazine ads that are misleading.	• Parents discuss which items are necessities and luxuries. • Parents take the student shopping and point out luxury and necessity items.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: d. Differentiate between regular and sale items.	• Sale advertisements from newspapers are presented to class. • Students distinguish between regular and sale prices of advertised items in newspaper ads. • Students plan shopping trip based on selection of sale items. • Class discusses the fact that often sale items are not returnable (e.g., final sale). • Students compute cost of shopping list, once using regular prices and once using sale prices, to illustrate savings obtained through wise use of "sales."	• Parents review sale advertisements with the student. • Parents plan grocery shopping with the student, incorporating sale items. • Presentation from consumer education expert.

Domain: Daily Living Skills
Competency 1. Managing Family Finances
Subcompetency: 3. Obtain and Use Bank and Credit Facilities

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Open a checking account.	• Students visit a bank and go through all mechanics of opening an account. • Students role play opening an account in class. • Students establish a "bank" in the class.	• Parents explain how they use a checking account. • Students observe parents paying bills by check and recording in a book. • Bank personnel explain advantages of paying by check. • Peers and young adults discuss their experiences with banks and checking accounts.
b. Open a savings account.	• Students visit a bank and go through all mechanics of opening an account. • Students role play opening an account in class. • Students establish a "bank" in the class.	• Parents assist the student to practice saving at home by establishing a home "savings account." • Bank representative explains the concepts of interest to the class. • Peers and young adults discuss their experiences with banks and savings accounts.
c. Write checks, make deposits, and record checking transactions.	• Class practices with mock checks, deposit slips, check registers, and monthly bank statements. • Class discusses the importance of accurate checking account recordkeeping. • Class devises mock checking system in class and students use checks to purchase items such as use of certain instructional or recreational materials. • Students take a field trip to a local bank.	• Parents involve the student in balancing family's checking account.
d. Make deposits and withdrawals and record savings transactions.	• Class establishes a mock bank and students practice transactions and recording using simulated money (e.g., tokens). • Class discusses interest rates and penalties.	• Parents review savings records and record transactions with the students. • Guest speaker from a local bank talks to class.
e. Identify resources for obtaining a loan.	• Students take a field trip to the bank, with emphasis placed on loan information. • Class lists possible reasons for applying for loans.	• Loan officer of local bank discusses criterion for obtaining a loan, collateral, interest, etc.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	Class discusses difference between necessities and luxuries as it applies to filing for a loan. Class identifies all sources of loans. Class discusses the disadvantages of dealing with a "loan shark."	Representative from local loan company explains same items as the bank representative so students can compare differences.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 4. Keep Basic Financial Records

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Construct a personal budget.	Students develop a tentative budget including all sources and expenditures (housing expenses, rent, food, bills, loans, etc.). Students are given hypothetical financial information and must devise a budget that fits the information. Students visit a store where they "purchase" particular items within a hypothetical budget. In class activities students list "purchases" to fit within a budget using newspaper ads and catalogs as basis for planning.	Students participate with parents in constructing the family's budget. Budget counselor from a local community agency demonstrates budgeting techniques. Parents require the student to maintain a budget for a given amount of time.
b. Identify financial information and items which should be retained.	Students construct posters with examples of information that should be retained (warrantees, saleslips, bills, contracts, leases, wage information, etc.). Teacher states a problem which requires students to collect forms for information.	Parents show the student what financial information they retain. Financial counselor discusses information for future planning, tax purposes, receipts of purchase, etc.
c. Record major income and expenses.	Students record all major income and expenditures for a week. Class discusses advantages of maintaining records of income and expenses. Students discuss business bookkeeping and how businesses plan using such information.	Parents demonstrate how records help them to plan for major purchases.
d. Calculate balances of major debts.	Students use established debts or mock major purchases to calculate balances after regular payments. Class discusses time payment plans and procedures.	Students participate with parents while paying bills to see calculation of balances. Presentation by credit representative to demonstrate how time payments operate.

Domain: Daily Living Skills
Competency: 1. Managing Family Finances
Subcompetency: 5. Calculate and Pay Taxes

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. List taxes normally assessed in the geographical area.	• Class develops a display board showing the different types of taxes, using magazine pictures, drawings, and actual items. • Class members paste pictures on cards representing the different types of taxes, and these can be used in quiz games.	• Parents identify the times when they are paying taxes on particular items. • Class lecture by local IRS representative or county tax collector.
b. Identify deadlines for payment of common taxes.	• Class assembles literature relating to common taxes and their deadlines.	• Parents notify the student when tax notices are received and discuss deadlines and exceptions. • Guest speaker from the IRS or a local income tax preparation office.
c. Complete tax forms.	• Students establish a mock taxation system: file taxes, audit returns, penalize noncompliance, refunds, etc. • Students practice on tax forms (W2, 1040, 1040A, state tax form). • Class discusses wisdom of having someone else check tax returns even when completed independently.	• Students should observe parents filling out family's tax forms. • Working demonstration presented by local IRS representative. • Parents show the student previous tax returns.
d. Identify sources for assistance with calculation/filing of common taxes.	• Class discusses the advantages of soliciting assistance in filing income taxes. • Students take a field trip to tax assistance services. • Class discusses how to find assistance such as agencies, lawyers, and accountants. • Students practice use of the Yellow Pages in the telephone book.	• Parents identify their source of tax assistance. • Representative of tax agencies give demonstration.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 6. Select Adequate Housing

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify personal or family housing requirements (e.g., space, location).	• In a group activity students identify basic requirements of adequate housing (i.e., shelter, living space, cooking and toilet facilities, location). • Class discusses what needs are important for the student and his family. • Class discusses housing needs for hypothetical situations (role playing, simulation).	• Parents discuss reasons for buying or renting their dwelling. • Parents discuss with the student what he might consider in renting or buying a house.
b. Identify the various types of housing available in the community.	• Class discusses the different types of habitation (i.e., home, duplex, apartment, trailer). • Students construct a bulletin board displaying different kinds of habitations.	• Parents show the student different types of dwellings. • Rental or real estate agent makes a class presentation.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students identify representative habitation in the community through newspaper ads.	• Parents/peers supervise a student phoning for information about habitation.
c. Identify advantages and disadvantages of different types of housing.	• Class discusses advantages and disadvantages of owning and renting—upkeep, cost, taxes, etc. • Students develop a personal list of specifications for adequate housing and make a comparison with advantages and disadvantages of various housing options.	• Parents discuss with the student the various types of habitation available in the community as well as the advantages and disadvantages of each. • Panel of peers or young adults discuss their choices of renting or buying.
d. Identify the procedures for renting a house or apartment.	• Students are given a presentation of procedures for renting a house, signing a lease, payment of rent, etc. • Students role play the rental of an apartment or house. • Students take field trips to various types of homes and apartments for rent.	• Parents obtain a copy of a rental agreement and discuss it with the student. • Rental agent discusses rental procedures and locating rentals. • Landlords explain their expectations and procedures.
e. Identify procedures for buying a house.	• Students are given a presentation on procedures of securing a mortgage, making mortgage payments, making down payments, and paying taxes. • Students role play the procedures involved in buying a home. • Students visit various homes for sale.	• Parents discuss with the student their reasons for buying a home. • Parents explain to the student the financial responsibilities involved in owning a home. • Real estate agent explains the procedures involved in purchasing a home. • Panel of peers or young adults present their experiences in buying a home.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 7. Maintain a Home

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List routine cleaning and maintenance activities.	• Students work in pairs devising a list of basic housekeeping activities (e.g., wash/dry dishes, wash windows, take out the garbage, use a vacuum cleaner). • Students comprise a master list for the classroom.	• Parents assist the student in making a list of house cleaning and maintenance activities of their home.
b. Identify the uses of common household cleaning products and equipment (e.g., detergents, vacuum cleaners).	• Students look through magazine and bring bring in various cleaning accessories. • Students construct a bulletin board which shows different cleaners and their uses (e.g., wax—furniture, floor; Windex—glass; Comet and Ajax—sinks, tile, bathtubs, etc.).	• Parents have the student pick out the proper cleaners for various cleaning jobs and demonstrate their use. • Member of a home cleaning business provides demonstration of routine, materials, tools, and types of jobs.
c. Outline a weekly housekeeping routine.	• Class discusses the procedures involved in housecleaning and the proper sequence in which they should be done. • Students work in pairs to discuss and plan a routine which allows a scheduling of regular household tasks (e.g., floors washed and waxed every other Saturday, television dusted every other day, etc.)	• Parents explain to the student their own housekeeping routine and encourage the student to devise his own routine for housekeeping. • Maintenance persons (from business, motels, schools) explain their tools and routines to the class.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• The mock routine also includes the assigning of specific tasks to particular members of the family. • Class discusses how often various procedures should be performed.	
d. Use common cleaning products and equipment.	• Students practice activities identified as routine—often the home economics room has model living quarters which could be used for this purpose. • Class participates in discussion and demonstration of safety procedures for using certain cleaning products and equipment.	• Parents enlist the help of students during regular housekeeping activities. • Parents rotate the responsibilities of various household chores so student becomes familiar with several skills and tools.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 8. Use Basic Appliances and Tools

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify common appliances and tools found in the home.	• Students construct a mock room with the appliances. • Students construct a bulletin board representing the major appliances and tools found in the home. • Students look through magazines, etc., cutting out what they think are essential appliances. • Students take a field trip to an appliance store.	• Parents introduce the student to all the appliances in the home. • Parents discuss what basic appliances and tools may be lacking in the home.
b. Demonstrate the use of basic appliances and tools.	• Several tools are demonstrated to class. • Students role play using various appliances.	• Parents or peers demonstrate how to use various appliances. • Parents let the student use as many different tools as possible within the home. • Maintenance personnel demonstrate various tools appropriate to their jobs and use in the home.
c. Demonstrate safety procedures when using appliances and tools.	• Class is shown the proper way to handle appliances and tools. • Students construct a bulletin board which illustrates the do's and don'ts of several tools.	• Parents demonstrate proper maintenance of tools. • Parents discuss the question of safety in relation to using appliances and tools.
d. Perform basic home repairs (e.g., lights, locks, painting).	• Students go on a field trip to several repair shops. • Student is assigned to repair an appliance. • Class is shown the various repairs a person should be able to make at home. • Students work in teams on a repair problem.	• Class is given presentations by a repairman, locksmith, carpenter, etc. • Parents or peers work through a repair job.

Domain: Daily Living Skills
Competency: 2. Selecting, Managing, and Maintaining a Home
Subcompetency: 9. Maintain Home Exterior

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify basic appliances and tools used in exterior maintenance (e.g., ladder, rake, lawnmower).	• Common household tools used in outside maintenance are demonstrated. • Students construct a scrapbook or bulletin board with pictures of these tools.	• Parents or peers identify various tools they commonly use for outside maintenance of their home. • Parents or peers ask student to identify these tools. • Member of home maintenance business demonstrates routine materials, tools, and types of jobs.
b. Demonstrate the use of basic appliances and tools.	• Students are shown demonstrations and films of the appropriate use of tools. • Students role play home repair situations in which students are asked to decide which tools to use and demonstrate how they are used. • Students develop a scrapbook listing appropriate uses for each of the tools.	• Parents demonstrate how various tools are used for home maintenance. • Parents encourage the student to use the various tools on appropriate jobs. • Parents demonstrate how to care for and maintain various tools. • Member of home maintenance business demonstrates routine materials, tools, and types of jobs.
c. Demonstrate safety procedures when using appliances and tools.	• Safety measures with different tools are demonstrated. • Students role play proper use of tools. • Films of the potential hazards with tools are shown.	• Parents demonstrate proper use of various tools. • Parents ask the student to demonstrate safe use and handling of tools.
d. Perform common home maintenance and repairs (e.g., grass cutting, painting).	• Students are shown films and demonstrations of common home maintenance or repair jobs. • Class discusses why and how often each of these jobs should be performed. • Students construct a bulletin board with pictures of various types of home maintenance and repair. • Students role play actual performance of maintenance or repair jobs • Class discusses different ways to perform various maintenance jobs. • Class discusses when expert assistance is desirable or necessary rather than always "doing it yourself."	• Parents identify the most common types of home maintenance. • School maintenance personnel demonstrate tools and procedures. • Parents involve the student in home maintenance or repair jobs. • Members of home maintenance businesses speak to class regarding their services.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 10. Dress Appropriately

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List clothing appropriate for different weather conditions.	• Students cut out pictures of articles of clothing and paste them on cardboard, which functions as flashcards. • Students identify various workers in the community who dress according to weather conditions (mail carriers, highway repairmen, construction personnel).	• Parents quiz the student on appropriate clothing for weather conditions. • Parents take the student on shopping trips, pointing out the variety of weather appropriate clothing.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Class constructs a bulletin board to illustrate the major types of weather clothing.	
b. List clothing appropriate for different activities.	• Class lists the variety of occasions that would require specific forms of dress: formal and informal wear, work clothes, etc. • Class collects pictures from magazines and newspapers, depicting people dressed for particular occasions. • Students choose appropriate clothes for hypothetical occasions. • Teacher makes lists of clothing (or pictures) and students match clothing with event. • Class has a fashion show to demonstrate appropriate clothing.	• Salespersons from clothing stores (males and females) address the class on the variety of clothing for particular occasions. • Student observes parents' dress for particular occasions. • Parents explain the nature of regional and ethnic wardrobes and their use in society.
c. Select appropriate clothing for a given occasion.	• Students select appropriate clothing for a simulated occasion from magazines, catalogs, and newspaper ads. • Students make a collage of inappropriate clothing for specific occasions (social, work, etc.). • Class discusses clothing articles that "go together" appropriately.	• Parents discuss appropriate clothing selection. • Parents inform the student of various occasions which they are attending and include the student in clothing selection process.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 11. Exhibit Proper Grooming and Hygiene

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate the ability to wash individual body parts and use the bathtub or shower.	• Class is given demonstration of cleaning ears with Q-tips, using a handkerchief, shampooing and brushing hair, cleaning and trimming nails, removing particles from eyes, caring for the feet, using sanitary napkins or tampons. • Students demonstrate the appropriate hygiene techniques. • Class discusses the necessity of proper hygiene for various body parts.	• Visiting nurse emphasizes the importance of care of all body parts. • Parents assist students in mastering hygiene techniques.
b. Demonstrate proper oral hygiene (e.g., brushing and flossing teeth).	• Students study enlarged model of human tooth and/or a set of teeth. • Class is given demonstration of proper use of toothbrush, dental floss, gum massage, water pik. • Students observe and record other students' brushing behavior. • Class discusses the need for oral hygiene.	• Dentist or dental hygienist demonstrates proper oral hygiene. • Parents observe and record whether student is brushing teeth properly. • Student observes and records parents' oral hygiene.
c. Demonstrate proper use of deodorant, hair care products, manicure products, etc.	• Males are shown the proper use of shaving cream, razor, electric razor, after shave/cologne, deodorant, hair dryer, shampoo, etc.	• Beautician or hair stylist demonstrates appropriate grooming. • Parents allow students to purchase own grooming aids.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Females are shown the proper use of blade or electric razor, hair curlers, bath oil, perfume, hair dryer, deodorant, makeup. • Class constructs bulletin board showing pictures of articles related to hygiene for areas of the body.	• Parents or peers model appropriate grooming.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 12. Demonstrate Knowledge of Physical Fitness, Nutrition, and Weight Control

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List ways in which nutrition relates to health.	• Students identify what food builds a particular part of the body (e.g., milk builds teeth). • Class discusses the relationship of height and weight to nutrition. • Class discusses the basic principles of food metabolism. • Each student keeps a personal log of height, weight, and measurements.	• Dietician demonstrates community sources for basic food groups. • Member of Weight Watchers or Community Health Department discusses nutrition, overweight, etc.
b. List ways in which exercise relates to health.	• Class examines pictures of physically fit and unfit persons—discusses appearances, energy level, longevity, etc. • Class discusses the emotional rewards of physical fitness. • Class discusses an appropriate regimen of physical exercise. • Class discusses the need for rest in a physical fitness program.	• Community recreation personnel or coach or nurse discusses personal and family fitness. • Student and parents conduct family physical fitness program.
c. Describe meals balanced for nutritional and caloric content.	• Teacher displays foods from major food groups, and explains what each food does for the body. • Class constructs a chart of a balanced diet for all three meals, using magazine picture cutouts or drawings. • Teacher lists the best foods to eat when attempting to lose weight. • Class discusses the body's need for proper nutrition.	• Dietician presents the community sources for the basic food groups. • Parents explain to the student how the family's nutritional needs are met.
d. Perform common physical exercises, (e.g., walking, jogging).	• In class and gym students are shown the proper execution of push-ups, sit-ups, toe touches, chinning, leg lifts, etc., with an explanation of what body parts are related to the exercises. • Students construct performance charts which record progress on particular exercises. • Students demonstrate particular exercises to the class.	• Local athlete demonstrates exercises he uses in his own sport. • Parents encourage the student to develop a home exercise routine.

Domain: Daily Living Skills
Competency: 3. Caring for Personal Needs
Subcompetency: 13. Demonstrate Knowledge of Common Illness Prevention and Treatment

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List major symptoms of common illnesses.	• Students construct a chart depicting symptoms for particular illness. • Students match description of a symptom with a picture or drawing.	• Parents or peers assist students in recording symptoms. • Local paramedics discuss their roles in dealing with illnesses. • Member of Health Department discusses community measures to combat disease.
b. Identify potential hazards found in the home.	• Class collects empty containers of poisonous substances found around the home for a display. • Students construct posters or a bulletin board with magazine pictures of poisonous substances. • Class discusses the dangers of swallowing these substances.	• Parents point out poisonous substances found in the home. • Paramedics discuss poison hazards and individual responsibilities.
c. List health reasons for cleanliness.	• Class discusses the relationship between cleanliness and illness. • Students are shown the techniques of dishwashing as a preventive measure. • Students are shown how to dress a wound or cut. • Class discusses the necessity to bathe regularly.	• Nurse or paramedic discusses cleanliness. • Speaker from Public Health Service discusses sanitation and personal cleanliness. • Parents instruct the student on the need for cleanliness.
d. Identify resources for assistance with medical problems.	• Students go on a field trip to a local hospital. • Students learn the location of medical facilities in the area. • Students are asked to demonstrate how to obtain emergency assistance (telephone). • Class discusses the existence of medical specialists. • Students play a matching game in which a student identifies the doctor to use for particular kinds of problems. • Students identify community clinics, hospitals, and agencies which assist citizens.	• Doctor or nurse discusses functions of hospital and office services. • Parents instruct the student on how to obtain emergency medical assistance by phone. • Parents place emergency numbers near the telephone.
e. List common medicines found in the home and their uses.	• Students go on a field trip to a drug store. • Students construct a "household medicine chest" (i.e., students bring in empty bottles of medicines found in the home). • Students play a matching game in which they identify medicines with minor illnesses. • Class discusses the differences between prescription and nonprescription medications.	• Doctor or nurse discusses medications available for home use. • Local druggist discusses the functions of home medications. • Parents show students what medications are kept in the home.
f. Demonstrate basic first aid techniques.	• Class discusses first aid techniques. • Techniques for specific emergencies are demonstrated. • Students role play administering first aid to each other. • Students list situations that may require immediate assistance (camping, at home, at the beach, etc.). • Students identify vital information for emergency situations.	• Nurse or paramedic demonstrates first aid. • Emergency squad presents their equipment and methods and discusses their training. • Red Cross training course is delivered by certified instructor. • Parents practice first aid techniques with the student at home.

Domain: Daily Living Skills
Competency: 4. Raising Children and Enriching Family Living
Subcompetency: 14. Prepare for Adjustment to Marriage

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify personal adjustments in marriage.	• Class discusses similarities and differences between being married and being single. • Class has a workshop on decision making, values clarification. • Students list adjustments they feel would be necessary in marriage. • Class discusses conflict resolution in marriage. • Students examine things about the self that may be in need of change.	• Marriage counselor and/or clergyman discuss the necessity of adjustment in an institute relationship. • Parents discuss the ways in which they adjusted to develop a better relationship.
b. Describe personal responsibilities in marriage.	• Small groups and the class discuss sharing emotions with one's mate, personal honesty, and integrity. • Class discusses ways in which one person can continue with his own goals without excluding the other (i.e., the responsibility to one's self). • Class discusses the nature of a commitment to another person—what is required from each individual.	• Married couples discuss with the class what they considered to be the responsibilities to marriage. • Marriage counselor or social worker discusses ways in which people are able to grow as individuals while being part of a relationship.
c. Describe joint responsibilities in marriage.	• Students role play class members' ideas about the roles of husband and wife in a marriage. • Class discusses the emotional, economic, and social needs shared by both partners. • Class discusses sexual and child rearing responsibilities. • Instructions are given on open communication about sexual matters, attitudes. • Class discusses the religious and secular values held by both persons.	• Married couples discuss with the class what they have felt to be joint responsibilities. • Parents discuss the idea of joint responsibilities with the student. • Marriage counselor discusses difficulties that arise when joint responsibilities go unmet.
d. List reasons for family planning.	• Class discusses bearing children as an option, not a necessity, in a marriage. • Class discusses the advantages of planning when and why to have children. • Class discusses the emotional, financial, and practical responsibilities involved in having a family.	• Representative from Planned Parenthood, clergy, or other groups leads small group discussion on family planning. • Parents discuss family planning with students.
e. List methods of contraception.	• Class is given a demonstration of the various forms of birth control. • Class discusses the pros and cons of particular methods. • Class discusses birth control as a joint responsibility.	• Representative from Planned Parenthood, clergy, or other groups conducts discussions on pros and cons of birth control. • Parents discuss sex and birth control practices with students.

Domain: Daily Living Skills
Competency: 4. Raising Children and Enriching Family Living
Subcompetency: 15. Prepare for Raising Children (Physical Care)

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List responsibilities involved in child care.	• Students role play a family situation with a child, which includes diapering, feeding, stimulation, etc. • Class discusses economic responsibilities entailed in family life. • Students list responsibilities in raising children, such as adequate food, clothing, furniture, strictness, and discipline, etc. • Class discusses the importance of prenatal care and nutrition.	• Parents identify their responsibilities for the welfare of children. • Parents assist the student to identify those things that children cannot do for themselves and need assistance from older family members.
b. Demonstrate procedures for care of child's physical health.	• Students are given a demonstration of prenatal care: medical checkups, proper diet. • Students go on a field trip to a nursery to observe children and techniques of child care. • Basic toilet training techniques are demonstrated. • Students perform proper infant stimulation exercises and identify the reasons for such activities. • Students go on a field trip to a supermarket to select items suitable for infant or child diet. • Proper methods of physically handling infants and children are demonstrated. • Students select appropriate clothing for children relative to the seasons. • Class discusses the need for regular medical checkups for children. • Students practice bathing an infant or child, using a doll in a bassinette or tub. • Class discusses the advantages of breastfeeding, and bottle feeding for infants.	• Pediatrician or nurse from baby clinic discusses ways to enhance child's well being through proper care. • Parents allow the student to assist in taking care of younger family members. • Parents show the student proper methods of feeding, changing, and bathing young children. • Other adults with children encourage the student to observe how they perform certain aspects of child rearing (e.g., breastfeeding, infant stimulation, sickness prevention, etc.)
c. Demonstrate basic safety measures for protection of children.	• Class gathers safety hazards to children in the home (e.g., Clorox bottles, razor blades, etc.). • Students list all safety hazards affecting children. • Students role play a child getting into a hazardous situation. • Class discusses obtaining emergency assistance. • Students construct a bulletin board showing major hazards and proper means of correcting them. • Class discusses the student's role as a protector of younger children.	• Parents instruct the student in the proper storage of poisonous substances, medications, and sharp objects. • Nurse or paramedic demonstrates immediate first aid for children and how to place an emergency call. • Parents practice emergency calling with the student.
d. Identify symptoms of common childhood illnesses.	• Students construct a "symptom chart" for each common disease. • Students practice using thermometers, vaporizors, etc. • Class discusses disease prevention techniques for the home. • Students go on a field trip to a well-baby clinic to observe children and techniques. • Students construct a baby health bulletin board.	• Pediatrician or nurse discuss childhood illnesses. • Nurse assists students in solving hypothetical child health problems. • Nursery personnel describe their methods, experiences, and training.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: e. Identify basic stages of child development.	• Students observe pictures of children in different developmental levels (infant, toddler, preschool, school age, etc.) and list outstanding characteristics of children at those levels. • Students go on a field trip to a day care center, nursery school, Head Start, or public school to observe levels of development. • Class discusses physical growth and development skills. • Class discusses appropriate growth for young children.	• Personnel from day care center discuss growth and development of a child and the impact on the family. • Parents discuss the student's own growth sequence, using photographs of the student at different levels. • Parents encourage the student to observe a child's development.

Domain: Daily Living Skills
Competency: 4. Raising Children and Enriching Family Living
Subcompetency: 16. Prepare for Raising Children (Psychological Care)

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Recognize the child's relationship to the family.	• Class discusses the child's role in the family. • Students list ways in which a family serves the needs of children. • Students discuss their own family situation as a child. • Students discuss what they feel would be a parent's perception of a child in the family.	• Parents discuss the effect of a child's entry to the family. • Parents model positive child rearing behavior in home.
b. Identify the child's psychological needs (e.g., love, support, acceptance).	• Students describe what they need from their family. • Class discusses the child's needs for love, understanding, physical contact, structure, play, etc. • Students engage in positive interaction with a child and evaluate each other. • Students list emotions and identify them in children through pictures.	• Personnel from a child guidance center discuss aspects of the child's psychological development. • Parents discuss basic emotional needs with the student.
c. List parental responsibilities involved in the psychological care of the child.	• Students become hypothetical parents and list things they must do or be aware of in regard to a child's psychological development (giving love, being consistent in working with the child, etc.). • Class discusses the changes in parent-child relationships as the child gets older—from dependent to more independent. • Students discuss how their own relationships with their parents have changed. • Students observe growth patterns of younger siblings. • Students go on a field trip to a day care nursery to observe parent responsibilities as carried out by community agencies.	• Psychologist, social worker, and nurse discuss adult responsibilities to children. • Parents discuss with the student their roles as parents. • Representatives from family service agencies discuss effective means of fulfilling adult responsibilities. • Parents identify ways that other adults meet responsibilities with children.
d. List ways to meet parental responsibilities.	• Students will identify and discuss a variety of parental responsibilities.	• Parents stress and bring attention to parental responsibilities involved in marriage.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students role play ways of carrying out parental responsibilities.	• Young parents describe their methods of coping with day to day responsibilities.
e. Identify common family problems and ways of dealing with these problems.	• Students go on a field trip to a child guidance clinic or welfare office. • Students list agencies that offer assistance to troubled families in community: legal services, homemakers, counselors, day care, family mental health. • Students practice locating and contacting assisting persons and agencies. • Class discusses other family members as a source of support and assistance in time of family stress. • Students compile a list of potential problems and how the problems could have been caused (e.g., health problems, child neglect and abuse, developmental problems, separation problems involving death, parent returning to work, divorce, emotional problems, financial stress). • Class discusses the source and content of the problem.	• Representatives from a child guidance clinic, day care, Head Start, welfare, legal services, etc., describe their agency assistance to families. • Counseling personnel describe problems that can occur in families and offer suggestions as to prevention. • Parents discuss kinds of problems that have occurred in the family.

Domain: Daily Living Skills
Competency: 4. Raising Children and Enriching Family Living
Subcompetency: 17. Practice Family Safety in the Home

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List potential safety hazards in the home.	• Students are shown what constitutes a household hazard. • Students maintain a scrapbook of pictures of household hazards. • Class develops a bulletin board with examples of household hazards. • Students collect a notebook of sources to correct hazards.	• Parents discuss potential hazards in the home (e.g., stairways, electrical outlets, poisons, flammables). • Insurance agent discusses household hazards and means of prevention.
b. Identify the appropriate action to take in the event of an emergency.	• Class discusses the origin of home fires, different types of fire, how to extinguish them and/or evacuate the home, tornados, earthquakes, and other emergencies. • Students are shown how to extinguish different types of fires. • Students plan evacuation procedures for given situations (their own house, hypothetical situations, etc.). • Class discusses emergency phone numbers and procedures for summoning help.	• Parents identify possible sources of fire in the home as well as how to prevent and/or extinguish them. • Parents show the student the best means for exiting various parts of the house in the event of serious fire. • Family practices fire drills. • Parents discuss severe weather conditions.
c. Demonstrate appropriate first aid for home accidents (e.g., cuts, burns).	• Students are shown first aid techniques for various types of emergencies. • Students collect a scrapbook of the various techniques and when they are used. • Students practice actual first aid procedures on each other.	• Parents role play various accident or emergency situations and allow the student to handle the situation. • Red Cross volunteer or fireman discusses home safety and first aid.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
d. Identify potential dangers to children outside the home.	• Class discusses several dangers to children: playing with matches, playing in hazardous areas (old buildings, near railroad tracks or body of water, etc.), becoming friendly with strangers, accepting candy or rides from strangers. • Students identify community sources which can assist parents with hazardous conditions or situations.	• Members of several community agencies (police, fire protection, animal control) discuss hazards and ways to prevent them.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 18. Demonstrate Appropriate Eating Skills

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Understand the need for proper manners and eating behavior.	• Proper etiquette and eating behavior are demonstrated (e.g., requesting food, proper use of utensils). • Students role play eating a meal using proper etiquette. • Class discusses why one should display proper eating behavior.	• Parents explain their understanding of proper table manners. • Parents demonstrate proper table manners and use of utensils.
b. Eat a meal using proper etiquette.	• Students are instructed in the proper way to eat a meal (e.g., how to cut meat, serve oneself, pass food, request seconds, etc.) • Students role play eating a meal. • Students eat a meal while being videotaped (tape could be used to correct errors).	• Parents develop a hierarchy of eating skills and manners for the student; the hierarchy could be used as a checklist of which skills the student already has and which he needs. • Home economist works with the student and parents on identifying and developing appropriate eating skills.
c. Serve different types of food properly.	• Students are shown the proper methods of setting a table and serving different types of food (e.g., use of hot pads, appropriate serving dishes, how to carve different meats, etc.). • Students role play setting the table and serving foods.	• Parents or peers demonstrate the proper way to serve foods. • Parents involve the student in serving meals at home. • Home economist demonstrates serving food.
d. Eat a meal at a restaurant or public place.	• Class discusses the "do's" and "don'ts" of eating out (e.g., tipping, reading a menu, ordering, etc.). • Students role play eating in a "restaurant" in class. • Class tours different types of restaurants. • Class discusses the prices and kinds of foods served at different types of restaurants. • Class eats at a restaurant.	• Parents have the student accompany them when they dine out. • Parents monitor the student's behavior in this situation and correct inappropriate behaviors. • Head waiter discusses the "do's" and "don'ts" of dining out.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 19. Plan Balanced Meals

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify the basic food groups required in each meal.	• Students identify different kinds of food and food products • Class discusses various ways to combine these foods to make a balanced meal. • Students take a field trip to markets to identify food groups. • Dietician from school explains the use of food groups in school menu.	• Parents work with the student on identifying different kinds of foods. • Students should accompany parents grocery shopping and help select groceries.
b. Identify appropriate foods eaten at the three typical daily meals.	• Wall chart illustrates food products with food groups. • Class discusses what constitutes a wholesome breakfast, lunch, and dinner. • Class discusses how breakfast, lunch, and dinner are the same and how they are different. • Students make up breakfast, lunch, and dinner menus for an entire week. • Class discusses which foods constitute a good "snack" and which are junk foods.	• Parents involve the student in weekly menu planning sessions (including grocery shopping). • Dietician discusses foods used for morning versus afternoon meals.
c. Describe the time required to prepare foods from the basic food groups.	• Different kinds of foods are prepared, along with an explanation of the amount of each to allow per person. • Students take part in the preparation of a meal(s) for one or more people including determining the amount of food required. • Students keep scrapbooks of their favorite meals noting preparation time and amount of food required per person.	• Parents demonstrate how long it takes to prepare food and why they allot so much food per person. • Parents involve the student in food preparation and allow him to decide time and measure for foods. • Cook discusses the methods used in cafeteria or restaurant relative to time and amounts.
d. Plan a meal within a personal budget.	• Class discusses the costs of food items. • Teacher explains how to take advantage of specials at the grocery store. • Students are given "play money" and allowed to shop for weekly food needs at a class "store." • Students collect money saving coupons and discuss advantages. • Class discusses buying prepared, packaged, or convenience foods versus making food items "from scratch." Students compare advantages and disadvantages in terms of economics, nutrition, time.	• Parents involve the student in menu planning and shopping. • Parents give the student money and allow him to plan his own menu and purchase the necessary goods. • Home economist gives tips on meal and menu planning. • Market manager discusses shopping and saving techniques.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 20. Purchase Food

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Construct a shopping list within a budget.	• Class discusses organizing a shopping list (e.g., weekly essentials, milk, eggs, meat, etc.). • Teacher demonstrates constructing the list. • Students practice making an actual list and discuss their rationale with other students. • Students pretend to buy listed items, based on a given amount of money.	• Parents explain their shopping list for the week. • Student takes part in actual construction of the list. • Peers or young adults discuss their experience with using budgets.
b. Recognize the cost per unit of basic foods (e.g., quart of milk, dozen eggs, loaf of bread).	• Class discusses the most common types of food purchased, the units by which they are sold, and price per unit. • Students collect ads from markets in order to compare the prices of different foods. • Class discusses the reasons for differences in food prices.	• Parents identify the kinds of food products they purchase and their prices. • Parents demonstrate reading the shopping ads in order to select certain purchases (e.g., "specials").
c. Distinguish the quality of perishable foods.	• Teacher demonstrates what to look for when purchasing meat, dairy products, vegetables, etc. • Students make a scrapbook listing different foods. • Students make a scrapbook listing different foods. • Class discusses seasonal foods and the economics of purchasing them. • Class discusses dating marks on perishables (milk, bread, etc.) used in grocery stores. • Students are shown how to determine freshness in fruits, vegetables, breads, etc.	• Parents have the student accompany them on shopping trips in order to select fruit, vegetables, etc. • Parents allow the students to select foods. • Owners or workers at food stores discuss quality of perishable foods.
d. Identify different types and cuts of meat, fish, and poultry.	• Students are shown the kinds of meat and fish as well as how to identify different cuts of meat, cost of different cuts, etc. • Chart shows different cuts of meat and fish. • Students construct a scrapbook consisting of pictures of different kinds of meat and fish. • Students take a field trip to a meat or fish packing plant or to a market to examine the types and sizes of cuts. • Students compare nutritional values and costs of various types and cuts of meats (e.g., a roast is as nutritional as a steak but is less costly per pound).	• Parents discuss different kinds of meat and fish they commonly purchase, including price, cuts, and amount required per person. • Parents help the student identify different cuts of meat through pictures in cookbooks and magazines. • Butcher discusses meat/fish, materials, and training.
e. Use newspaper ads to take advantage of sales.	• Class discusses the pros and cons of taking advantage of specials and stores that offer specials. • Students get ads and role play items for purchase.	• Parents explain use of newspaper ads to select items for weekly purchases. • Representative of consumer products discusses reading food ads.
f. Locate the various retailer locations.	• Class discusses what can be purchased at various food stores and the pros and cons of shopping at each. • Students take tours of each of the major kinds of food stores in one's area. • Students discuss why they would or would not shop at each of the stores.	• Parents explain where they purchase their meat, poultry, vegetables, etc. • Students accompany parents on shopping trips. • Owners or workers at food stores describe their products.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 21. Prepare Meals

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify procedures (e.g., washing, peeling, cooking).	• Students are given demonstrations of the preparation of vegetables, meats, fruits, etc. • Students are given demonstration of the different methods of cooking (e.g., boiling, baking, frying, etc.). • Students take part in actual food preparation. • Students go on a field trip to a school or community kitchen to observe cooking methods. • Students discuss which techniques to use for which food and why (e.g., frying is faster but adds calories). • Students discuss the importance of proper food preparation techniques (e.g., undercooking or overcooking foods is nutritionally improper).	• Parents or peers demonstrate the preparation of different foods. • Cook demonstrates basic techniques in food preparation.
b. Follow written instructions to prepare food.	• Teacher demonstrates the use of a recipe card or cookbook in preparing foods. • Basic terms, such as *baste, simmer, marinate,* are demonstrated. • Students follow a set of written instructions in preparing or pretending to prepare a meal. • Students collect a scrapbook of recipes. • Bulletin board contains recipes from local newspaper/ magazines.	• Parents or peers demonstrate simple directions in a cookbook or recipe. • Parents or peers identify terms used in cookbooks and ensure that the students understand what they mean (e.g., *baste, simmer, marinate,* etc.). • Cook discusses the use of recipes.
c. State the use of basic appliances and utensils.	• Kitchen appliances and utensils and their use are demonstrated. • Students role-play preparation of meal with students deciding which appliances or utensils to use. • Bulletin board contains pictures of appliances and utensils. • Students go on a field trip to the school kitchen.	• Parents demonstrate the various appliances and utensils in their kitchen. • Cook demonstrates utensils and appliances found in cafeteria or restaurant.
d. Define basic liquid and solid measures.	• Various measures used in food preparation are demonstrated. • Students measure different quantities of liquids and solids. • Wall chart illustrates measures with representative pictures. • Students collect a scrapbook of terms and measures.	• Parents or peers demonstrate liquid and solid measures in the kitchen. • Parents encourage the student to do the measuring during actual meal preparation.
e. Practice kitchen safety procedures.	• Teacher demonstrates how to avoid kitchen fires and to extinguish different types of fires. • Students are shown simple first aid for minor burns. • Students compile a scrapbook of the various kitchen hazards and emergencies. • Class discusses safety procedures in food preparation (knife handling, electrical appliance use, turning pot handle to rear of stove, etc.).	• Parents demonstrate for the student what kinds of hazards are present in the kitchen, how accidents can happen, and what to do when they happen. • Nurse or paramedic discusses first aid for minor burns.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
f. Prepare a complete meal for one or more people.	• Students are given a demonstration of the preparation of an entire meal. • Students construct a scrapbook of favorite meals.	• Parents involve the student in actual food preparation and meal planning. • Parents allow the student to plan and prepare simple meals on a regular basis.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 22. Clean Food Preparation Areas

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Maintain personal hygiene in food preparation areas.	• Students discuss reasons for personal cleanliness when around areas where food is being prepared. • Students take a field trip to a place where food is prepared to hear firsthand the importance of personal hygiene (e.g., hospital cafeteria, restaurant kitchen).	• Parents stress personal hygiene when preparing meals. • Invite a county health inspector to the classroom to be a guest speaker on personal hygiene and food preparation.
b. List reasons for cleaning work area and materials after food preparation.	• Class discusses the reasons for cleaning up immediately after a meal (e.g., neatness, cleanliness, health). • Class discusses proper step by step procedures involved in clean up (e.g., wrapping and storing leftovers, clearing table, scraping plates, etc.).	• Parents explain aftermeal clean up procedures. • Parents involve the student in the actual clean up process. • Counter personnel or bus boys discuss clean up procedures.
c. Demonstrate appropriate cleaning procedures.	• Students are shown the procedures used to clean the work area and appliances used in food preparation (e.g., store, refrigerator, counters, etc.). • Class discusses the type of cleaners (e.g., steel wool, cloths, etc.) to be used for each job. • Class discusses how often different clean up jobs must be performed (e.g., daily, weekly, etc.). • Students go on a field trip to a cafeteria or restaurant to observe kitchen procedures. • Appropriate cleaning materials are displayed in the class.	• Parents demonstrate proper procedures for cleaning work areas and appliances. • Parents include the student in actual clean up procedures. • Kitchen personnel demonstrate procedures, materials, and appliances.
d. Demonstrate proper waste disposal.	• Students discuss materials to be placed in garbage or disposal unit and proper placement in trash cans. • Students discuss how to set out garbage cans for trash pick up. • Students take part in trash removal and garbage disposal in home economics class or cafeteria. • Proper use of garbage disposal unit is demonstrated.	• Parents explain to the student how, when, and where to remove different kinds of trash. • Sanitarian personnel discuss proper preparation of trash as well as their job duties and preparation.

Domain: Daily Living Skills
Competency: 5. Buying and Preparing Food
Subcompetency: 23. Store Food

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Recognize the need for proper food storage.	• Students discuss the reasons for food storage (e.g., spoilage, disease, bugs, etc.). • Students are shown pictures or other demonstrations of what happens to food that is improperly stored. • Students discuss the consequences of eating spoiled food. • Students make a scrapbook on proper method for storing different types of food. • Classroom bulletin board illustrates food storage.	• Parents explain to the student the reasons that some foods need refrigeration or storage. • Personnel from a food packaging firm discuss the reasons for proper storage of food.
b. Identify appropriate storage techniques for different foods.	• Teacher identifies the proper methods for storing food (e.g., wrapping, refrigeration, freezer, etc.). • Students discuss the length of time for storage of food before consumption. • Classroom bulletin board illustrates methods of food storage. • Students take a field trip to a food package and storage firm.	• Parents demonstrate proper methods for storing different kinds of food. • Parents discuss how long different kinds of foods may be safely stored. • Personnel who work in food packaging and storage discuss methods and training.
c. Identify ways in which food may spoil.	• Teacher demonstrates different ways to identify spoiled food (e.g., smell, appearance, taste, etc.). • Students participate in an exercise where they are asked to identify spoiled foods. • Students construct bulletin board depicting different types of food spoilage.	• Parents explain different ways in which food can become spoiled. • Parents discuss different ways to identify spoiled foods. • Nurse paramedic demonstrates the dangers of spoiled foods, how to identify them, and treatment in case one has eaten spoiled food.
d. Demonstrate appropriate food storage procedures.	• Students demonstrate the proper food storage procedures for such items as eggs, meat, vegetables, cakes (e.g., wrapping, freezing, etc.).	• Parents demonstrate appropriate food storage procedures daily. • Parents assist the student in practicing appropriate food storage procedures. • Cafeteria supervisor discusses proper storage.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 24. Wash Clothing

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Describe common laundry products and equipment and their uses.	• Teacher demonstrates the major types of laundry products by category and brand name (e.g., bleaches, Clorox; detergents, Tide; softness, Sta-Soft). • Demonstrations or films show how each is best used. • Students role play choosing the appropriate product for a particular job.	• Parents or peers should identify laundry products in their home and how they are used. • Parents allow the student to choose and measure the type of product required for a particular washing.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
b. Demonstrate appropriate laundering procedures for different types of clothing.	• Students discuss washing and drying temperatures recommended for specific fabrics. • Class has demonstrations or films of operating a washer and dryer, hand washing, removing spots from clothing. • Students participate in these procedures. • Students discuss cleaning techniques for certain fabrics (e.g., dry cleaning for wools, etc.). • Students read cleaning labels in clothing and sort clothing by types of cleaning techniques required.	• Parents or peers demonstrate how to perform the various laundering procedures. • Laundering expert demonstrates and explains these procedures.
c. Use the facilities at a laundromat.	• Students are given a demonstration of coin operated washers and dryers. • Students visit a laundromat with a demonstration of the various machines. • Students wash and dry a load of laundry at a laundromat.	• Parents or peers take the student to a laundromat to do laundry. • Laundromat owner explains the various cleaning services available at his establishment.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 25. Iron and Store Clothing

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify proper ironing temperatures for common fabrics.	• Teacher demonstrates what happens to fabric when the wrong temperature is used on fabrics (using fabric scraps). • Students identify fabrics and match with proper ironing temperatures. • Teacher demonstrates the proper method used to iron each type of fabric (e.g., temperature setting, use of starch or sizing, etc.). • Students develop a notebook of different kinds of fabrics and proper methods of ironing.	• Parents instruct and supervise the student ironing to ensure proper temperatures are being used. • Someone with expertise in alterations speaks to the class on ironing, including proper temperatures. • Parents or peers identify different types of fabrics by sight, touch, and labels. • Parents or peers demonstrate proper method of ironing different fabrics.
b. Demonstrate the proper ironing technique for basic clothing articles.	• Teacher demonstrates proper ironing techniques for specific articles of clothing (how to iron shirts, pleats, flat work, etc.). • Students practice ironing different articles of clothing.	• Students assist parents in ironing.
c. Demonstrate appropriate safety precautions for using ironing equipment.	• Teacher demonstrates the use of a steam and dry iron. • Chart identifies parts of a steam and dry iron and their uses. • Students practice using a steam and dry iron. • Students demonstrate storage procedures for ironing equipment and proper use of aerosol products.	• Parents or peers demonstrate the use of steam and dry iron. • Student assists parents in ironing.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: d. Identify when, how, and where to store clothing.	• Teacher demonstrates the storing of clothing, how it is done, when it should be done, and where it should be stored (e.g., how to organize a closet, covering garments in plastic, use of mothballs, etc.). • Students visit firms that store household items including clothing.	• Parents demonstrate storing clothing. • Worker in storage firm conducts discussion with students about storing clothes.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 26. Perform Simple Mending

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate basic hand and/or machine sewing.	• Teacher demonstrates the use of a needle and thread and a sewing machine to perform mending. • Students practice various mending chores.	• Parents or peers demonstrate hand and machine methods of performing simple mending. • A seamstress (or parent) demonstrates hand and machine sewing.
b. Demonstrate additional mending techniques (e.g., sewn patches, iron-on patches).	• Teacher demonstrates different ways to repair torn fabric. • Students practice these different methods. • Class discusses the best method of repair for each kind of tear and each fabric.	• Parents or peers demonstrate different methods of fabric repair to the student. • Seamstress (or parent) demonstrates the different kinds of stitches that can be used to make repairs and emphasize the best methods of repair for each kind of tear and fabric.
c. Recognize the importance of matching colors and fabrics.	• Students practice matching color of thread and cloth, pinning and basting cloth. • Students discuss the reasons for the techniques.	• Parents or peers demonstrate to the student how to match thread and cloth color and how to pin and baste cloth before sewing. • Seamstress (or parent) demonstrates techniques to the student.

Domain: Daily Living Skills
Competency: 6. Buying and Caring for Clothing
Subcompetency: 27. Purchase Clothing

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List basic articles of clothing (e.g., shirts, slacks, dresses, coats, shoes).	• Charts list or depict all articles of clothing which constitute a basic wardrobe (including optional items). • Students discuss what they would want to include in their basic wardrobe. • Students construct a bulletin board depicting basic wardrobe items.	• Parents or peers explain articles of clothing which constitute a basic wardrobe. • Parents or peers have the student make up a list of items he would like to have in his basic wardrobe. • Seamstress or fashion expert demonstrates different articles of clothing required in a basic wardrobe.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: b. Identify personal body measurements.	• Teacher demonstrates how body measurements relate to having clothing fit properly. • Students are shown how to determine if an article of clothing fits properly. • Class discusses how measurements can change with growth and gain or loss of weight. • Students are shown how to identify clothing tags. • Students make lists of personal sizes and the sizes of family members.	• Parents or peers demonstrate how to take body measurements. • Parents or peers discuss how body measurements can change. • Parents or peers show how to read clothing labels.
c. List major clothing categories (e.g., dress, work, casual, sports).	• Teacher demonstrates the purpose of each type of clothing along with pictures of each type. • Students discuss why and when to wear each type of clothing. • Students see films of situations for which each type of clothing might be appropriate.	• Parents or peers discuss the different categories of clothing, why and when each type or category may be worn. • Parents or peers help the student identify the characteristics of each type of clothing.
d. Select a wardrobe within a personal budget.	• Home economics teacher demonstrates construction of a clothing budget. • Students cut out clothing sale ads and put on the bulletin board. • Students discuss what items of clothing are most essential for their wardrobe. • Students use a mock store and play money to shop for their wardrobe. • Students discuss the economics of clothing purchases (color selection so various articles can be interchanged to make varied outfits). • Teacher demonstrates ways to identify good workmanship (hence longer life) of clothing articles, and students discuss the economics of certain kinds of purchases.	• Parents explain their clothing budget. • Student accompanies parents or peers on shopping trips. • Parents help the student plan for a shopping trip by making a list of clothing needs. • Parents explain what comparison shopping means and show examples of this during the shopping trip. • Student purchases his own clothing when accompanied by a parent or peer. • Peers help the student identify clothing sale ads in the newspaper.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 28. Generally Understand Local Laws and Government

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List and describe categories of local laws (e.g., person, property, traffic).	• Teacher describes and gives examples of local laws which students should be familiar with. • Students list examples of reasons such local laws are needed. • Students role play a situation where such laws are heeded or abused.	• Parents emphasize the importance of local laws. • Policeman speaks on the importance of local laws.
b. Identify the consequences of violating laws.	• Teacher presents penalties for breaking different laws. • Students work in pairs and list all possible penalties. • Students construct a bulletin board which illustrates several major infractions and their penalties.	• Parents or peers explain why it is necessary to obey laws. • Lawyer, judge, or law enforcement officer talks about the penalties for breaking different laws.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
c. List basic reasons for government and laws.	• Class discusses the function of laws. • Class discusses the distinction between government and laws. • Students go to a meeting of an elected body in session. • Bulletin board illustrates basic laws.	• Parents or peers explain the reasons for a law and how it affects them. • Parents or peers discuss how laws change. • Lawyer, judge, or law enforcement officer discusses the basic ideas of law.
d. Describe the roles and duties of local officials.	• Teacher describes the offices of the local government and the duties of each office. • Students take a field trip to the seat of the local government. • Students role play different officials. • Chart illustrates the organization of local government.	• Local official gives presentation on the duties and organization. • Parents take the student to witness a court proceeding. • Parents or peers discuss the role and duties of local government officials.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 29. Generally Understand Federal Government

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Define the purpose of government.	• Purpose of government is explained. • Students collect news clippings or pictures that represent government. • Students discuss the influence or role of government in their daily lives.	• Parents or peers discuss their understanding of the purpose of the government. • Parents or peers encourage the student to read or watch the news. • Parents or peers discuss the student's understanding of news events related to government.
b. Generally define democracy and representative government.	• Teacher presents the concepts of democracy and representative government. • Class discusses the way these principles affect us. • Class conducts democratic election of a president and other offices. • Students visit government offices.	• Elected official or civil servant presents examples of the principles of democracy and representative government.
c. List the three branches of government and their functions.	• Teacher describes the three branches of government. • Class discusses their functions. • Students go to a court and a legislative body. • Class constructs a bulletin board which presents the responsibilities of each branch. • Students collect news articles about the different branches of the government.	• Elected official or civil servant presents the organization and functions of government.
d. Describe the historical antecedents of the federal government.	• Students go on field trips to historical places. • Class discusses the Constitution and the Declaration of Independence. • Class discusses how these documents affect us. • Class gives plays depicting major historical events. • Bulletin board shows reproductions of the documents.	• Parents buy reproductions of the documents and read them through with the student. • Parents take family trips to historical monuments.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 30. Citizenship Rights and Responsibilities

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List basic civil rights (e.g., equal opportunity in employment, education and protection by the law).	• Bulletin board lists basic rights from the Constitution. • Students role play a citizen being denied his basic rights. • Students discuss specific rights in the Bill of Rights and what they understand about them.	• Representatives from Civil Liberties Union discuss the student/citizen's rights.
b. Identify the various community services available to citizens (e.g., police protection, public health).	• Class discusses the types of service available in the community. • Students look through the newspaper and listen on radio and television and record a list of the community services. • Teacher and students work together using the phone book to locate services. • Students take field trips to several services. • Students discuss the services they feel are needed.	• Representatives from community services discuss the various services offered. • Parents and the student visit community departments to explore services.
c. List major responsibilities of citizens (e.g., voting, paying taxes, observing laws).	• Students discuss what constitutes a "good" citizen. • Students collect articles that represent the responsibilities of citizenship.	• Parents or peers discuss responsibilities of a citizen. • Parents take the student with them when they vote, pay taxes, attend community meetings, etc. • Local official discusses the rights and responsibilities of a citizen to local government.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 31. Registration and Voting Procedures

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify voting requirements and procedures.	• Students construct a fake voting booth. • Students call or write Registrar of Voters for information on voting requirements. • Students visit a real voting booth on an election day. • Students practice voting with sample ballots and instruction forms.	• Representatives from the City Clerk, Registrar of Voters, etc., discuss the particular requirements and procedures necessary for voting. • Parents allow the student to accompany them when they go to vote.
b. Identify the importance of being an informed voter.	• Class discusses the responsibilities of an informed voter. • Students work in pairs and list possible implications surrounding voting choices. • Students collect articles about different candidates and keep a scrapbook. • Class discusses propaganda and "election promises" tactics. • Class discusses all types of elections and the need to be informed (from local school levy issues to national issues).	• Parents or peers encourage the student to watch news and candidate specials on television. • Parents or peers discuss the stances of candidates and possible implications of their election. • Representatives of the candidates present their position. • Representatives of the League of Women Voters present sources of opinion about candidates and issues.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
c. List the dates for basic elections and the procedures for registration.	• Students complete mock registration forms. • Students construct a bulletin board which states necessary steps when registering to vote.	• Parents take the student with them when they go to register to vote. • Registrar of Voters discusses procedures and forms.
d. Identify sources which inform the voter about election issues.	• Students are given a presentation of an organization that can provide information on election issues (e.g., the League of Women Voters). • Students cut out articles from newspapers and magazines on election issues. • Articles are read aloud to the class. • Students discuss pros and cons of an election issue.	• Parents discuss ways to locate information on election issues. • Guest speaker from the League of Women Voters discusses ways to locate information on election issues. • Guest speaker from the local newspaper explains how newspapers obtain information on election issues.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 32. Understand Selective Service Procedures

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify who must register for the draft according to current policy.	• Students discuss the fact that there is not a draft presently; in addition, they discuss what prior policy was. • Students discuss the possibility of females being drafted in the future.	• Recruiter speaks to the class regarding the current status of the selective service, future possibilities, and the role of inductees at present. • Parents discuss their military experiences with the student.
b. Identify when eligible draftees must register.	• Teacher explains old procedures for the draft.	• See above.
c. Locate selective service or recruiting offices serving a particular geographical area.	• Students use information from the local armed forces recruiter to locate selective service or recruiting offices.	• See above.

Domain: Daily Living Skills
Competency: 7. Engaging in Civic Activities
Subcompetency: 33. Understand Civil Rights and Responsibilities When Questioned by the Law

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. List basic civil rights when being questioned by law enforcement officials (e.g., the right to have legal representation before questioning).	• Class discusses an individual's inalienable rights. • Students work in pairs and list the rights they feel they have. • Students discuss what one should do if arrested. • Bulletin board illustrates basic rights.	• Parents discuss the importance of knowing basic rights. • Parents point out certain rights brought out in different television programs or articles from newspapers and magazines. • Law enforcement official or a member of the American Civil Liberties Union discusses a citizen's rights if he is arrested.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
b. Identify resources where one can acquire legal aid.	• Teacher presents the resources for legal aid. • Class works as a unit to investigate places where they can receive legal aid. • Class discusses the role of a lawyer in legal situations.	• Parents discuss where they have received legal assistance. • Speaker from legal aid society presents resources for assistance.
c. Identify obligations when being questioned by a law enforcement official.	• Class discusses whether or not one should speak to authorities when he witnesses a crime. • Students collect articles of events where a citizen took a responsible action when dealing with the law.	• Lawyer discusses how to fulfill legal obligations in specific situations. • Parents model responsible behavior under the law. • Law enforcement official discusses the appropriate report of a crime.
d. Describe the basic court system and its procedures.	• Teacher presents the basic procedures of a court. • Class discusses the hierarchy of courts in the state-federal system. • Class discusses settling a dispute outside of court. • Students visit a court in session. • Class conducts a mock trial. • Class discusses trial by jury or judge. • Class discusses the appeal process. • Class discusses the function of local courts in relation to everyday living.	• Parents take the student to see a court proceeding. • A judge or lawyer explains the court system.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 34. Participate Actively in Group Activities

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Demonstrate competence in basic physical skills.	• Students observe several activities and identify basic skills. • Students practice particular exercises and skills independent of the event. • Students play games to increase coordination. • Class discusses the effects of practice. • Students construct posters showing people performing various skills of an activity.	• Physical education instructor demonstrates exercises and emphasizes the need for practice. • Athletes describe physical requirements of their activity. • Parents or peers work with the student in an effort to develop skills.
b. Identify reasons for participating in group activities.	• Students participate in a group activity (e.g., softball) and in an individualized activity (e.g., swimming) and compare the two with regard to social contact, group support, feelings of belonging, teamwork, etc. • Class discusses making friends in a recreational setting.	• YMCA/YWCA member discusses advantages of group activities. • Parents point out ways in which contact with others leads to increased feelings of competency.
c. Demonstrate knowledge of the rules of several activities.	• Small groups of students learn the rules of different games and activities and explain them to the class. • Class plays the game or activity according to the rules.	• Local umpire, scorekeeper, or referee discusses the reasons for rules in games and activities. • Athletes and coaches discuss abiding by rules when competing.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Class discusses the necessity of rules in activities and group cooperation. • Each student gets a chance to be "referee" for a game or activity.	• Parents compare rules for games to other areas of daily life.
d. Demonstrate good sportsmanship.	• Students observe sports events and note instances of good and poor sportsmanship. • Students role play an activity where participants exhibit good and poor sportsmanship and discuss feelings generated by each. • Class discusses the need for cooperation in recreational activities.	• Athletes discuss their views on what constitutes good sportsmanship. • Coaches discuss the idea that winning isn't everything in activities. • Parents point out how good sportsmanship is similar to group cooperation in the family.
e. Demonstrate proper care of equipment.	• Students visit a local sporting goods store. • Students identify and examine various pieces of equipment used in games and activities. • Students are given a demonstration of the maintenance and storage of equipment. • Students are shown the potential safety factors in using equipment. • Proper use of equipment is demonstrated.	• Personnel of sporting goods store demonstrate the proper use of equipment. • Parents demonstrate proper manner in which to use equipment available in the home. • Equipment repairman from local team demonstrates skills and materials.

Domain: Daily Living Skills
Competency: 8. Utilize Recreation and Leisure
Subcompetency: 35. Know Activities and Available Community Resources

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List activities available through both public and private community resources.	• Students compile a listing of recreational activities from newspapers, magazines, television, personal observation. • Students construct a bulletin board depicting the various activities. • Class discusses favorite activities. • Class takes field trips to YMCA/YWCA, community centers, civic center, playground, park, etc. • Different students present the activities available through community agencies. • Students compile a notebook of sources. • Students identify prerequisites of participation (e.g., membership, physical exam, etc.).	• Recreation workers, arts and crafts personnel, YMCA/YWCA personnel, church youth group personnel, athletic league members, etc., make presentations to the class. • Parents or peers identify preferred community activities.
b. Identify activities appropriate to the different seasons of the year.	• Students list activities appropriate for the four seasons of the year. • Teacher contacts the local parks and recreation department for a list of the seasonal programs.	• Parents encourage the student to participate in individual and group activities. • Parents assist the student in enrolling (if necessary) in a program.
c. List the physical and/or financial requirements of common recreational activities.	• Students choose a common recreational activity and then find out how much the activity costs and what physical requirements are involved; students report findings to the class. • Students match physical requirements and financial costs with common recreational activities.	• Parents assist the student in determining how much participation in a specific recreational activity will cost. • Parents assist the student in determining if he is physically ready for the recreational activity and if the student has enough money to participate.

Objectives	Activities/Strategies	Adult/Peer Roles
The student will be able to: d. Participate in recreational activities outside the home.	• Class constructs a large scale area map indicating the location of all facilities and activities offered. • Students take a car/bus trip around area to see facilities. • Students obtain membership or participate in one or more of the identified activities and organizations. • Bulletin board indicates student involvement in community recreation.	• Parents or peers assist the student to find the location of activities, establish means of transportation, and engage in activities. • Recreation personnel give periodic presentations about new programs or activities.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 36. Understand Recreational Values

Objectives	Activities/Strategies	Adult/Peer Roles
The student will be able to: a. Differentiate between leisure and work time.	• Students define leisure time and what they can do with it. • Students demonstrate their hobbies. • Students explore possibilities for hobbies through visits to hobby stores, craft exhibits, sports shows, etc.	• Local hobby enthusiasts give class displays or demonstrations. • Parents encourage the student to develop specific leisure time activities which hold the student's interest.
b. List ways in which recreation affects both physical and mental health (e.g., maintains physical fitness, provides for emotional relaxation).	• Class discusses the feelings of free time, like weekends or vacations. • Class discusses the role of recreation in developing the ability to socialize and work cooperatively with others. • Bulletin board illustrates various kinds of recreation.	• Parents discuss with the student the value of time away from school or work. • Parents or peers involve the student in their leisure time activities.
c. List personal leisure time requirements (e.g., the need for physical activity as a result of sedentary employment).	• Teacher presents daily schedules of certain types of employment. • Students role play or simulate sedentary employment in the class so students understand the concept. • Class discusses physical activities which provide physical and emotional change. • Students develop lists of physical activities that a person can do independently (bicycling, jogging, swimming, etc.).	• Parents encourage the student to participate in physical activity. • Parents provide opportunities for the student to join in family leisure time activities.
d. Describe appropriate personal leisure activities.	• Each student develops a weekly schedule which includes leisure. • Students explore a variety of hobbies and select one that they can use as leisure activity. • Class discusses the decisions in selecting leisure. • Students report on leisure activities. • Students discuss individual hobbies, individual physical activities, or group games as all being options.	• Parents discuss options that the student can exercise in leisure time. • Peers and young adults discuss their use of leisure time.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 37. Use Recreational Facilities in the Community

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Utilize recreational facilities and equipment in the community.	• Students take field trips to facilities. • Students demonstrate the ability to use a facility under the supervision of authorized adult (e.g., swimming pool, weights, gymnastic apparatus, etc.). • Students develop a recreational plan suited for their own personal interests and needs. • Demonstration is given of proper use of facilities and equipment. • Students make phone calls of inquiry about availability of various recreational facilities.	• Facility personnel demonstrate proper usage. • Parents or peers demonstrate proper techniques for using equipment. • Representative from community parks and recreation department tells students about facilities and opportunities.
b. Arrange transportation to recreational facilities.	• Students take field trip to various facilities. • Students demonstrate the easiest way of getting to the facility of their preference. • Students keep a class record of visits. • Class constructs local maps indicating location of various recreational facilities/activities and means of transportation.	• Parents or peers take the student to the desired facility via available transportation to familiarize the student with the route. • Representative from transportation department or bus driver discusses routes to facilities.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure
Subcompetency: 38. Plan and Choose Activities Wisely

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. List enjoyable activities.	• Students discuss how interest and abilities are a part of deciding favorite activities. • Students discuss why they have chosen particular activities. • Students experience activities in which they have not previously participated.	• Parents or peers help the student evaluate favorite activities. • People with unique recreation interests discuss their experiences with the class (e.g., judo, karate, skydiving, etc.).
b. Differentiate between activities according to cost, time, and location.	• Class compiles the cost, location, and time factors involved in various forms of recreation. • Class discusses the way in which cost, time, and location influence one's choice of activity. • Students collect cost, time, and location factors in a notebook for future reference. • Students examine local options as compared to activities that would require them to travel distances to participate.	• Parents or peers help the student plan a budget that incorporates recreational expenses. • Representatives of particular activities discuss the costs, time, and location considerations involved in an activity. • Parents or peers assist the student in getting to and from activities.
c. Differentiate between activities done individually or in small or large groups.	• Students observe several activities involving varying numbers of participants. • Class discusses the value of incorporating friends and people with similar interests into recreational activities. • Students engage in activities and record the names of fellow participants on a classroom bulletin board.	• Adult participants from several activities discuss advantages and disadvantages with regard to the number of participants.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: d. Develop individual plan of leisure activities.	• Students complete individual plans for a given period of time. • Bulletin board lists students' plans and progress.	• Peers and young adults describe their experiences with activities and planning. • Parents assist the student in carrying out activities that he describes in his plans.

Domain: Daily Living Skills
Competency: 8. Utilizing Recreation and Leisure Time
Subcompetency: 39. Plan Vacations

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify financial considerations involved in planning a vacation.	• Students get travel folders from vacation areas and compare prices. • Students list all possible costs in a family vacation (lodging, travel, food, etc.). • Students estimate how much can be spent for a vacation from mock financial information. • Students plan from a mock vacation budget.	• Representative from a travel agency presents the approximate expenses of different types of vacations. • Bank personnel discuss ways to put money away for vacation activities. • Parents discuss their vacation finances with the student.
b. List time considerations involved in planning a vacation.	• Various vacation possibilities are discussed with regard to amount of time. • Students list potential vacation sites within the local area available when time is a key factor. • Students discuss ways of breaking up blocks of time into smaller vacation periods.	• Representative from travel agency discusses time as a factor in planning. • Representative from parks and recreation department discusses vacation options that exist in the general area (short term vacations). • Parents plan vacation activities for the family in the local area.
c. List possible vacation activities.	• Students construct a vacation and travel bulletin board with information received from vacation sites (e.g.) brochures, magazine pictures, travel posters, etc.). • Students plan a mock vacation to a place where they could pursue the activity of their choice (e.g., camping, fishing, historical visitations, etc.). • Students take field trips to local vacation sites. • Students list activities that can be done on a day trip. • Students write to state offices to obtain information on park facilities and other recreational opportunities available.	• Representatives from state or local department of parks and recreation discuss a variety of vacation possibilities. • Personnel from the local YMCA/YWCA discuss group vacations. • Parents structure a number of activities for family members.
d. List resources available for help with making vacation plans.	• Students collect a notebook with sources of information about vacation spots, agencies, travel routes, estimating costs, etc.	• Travel agent discusses sources of information. • Representative from AAA presents information on planning trips.
e. Describe a proposed vacation plan.	• Students plan a hypothetical trip or summer vacation using brochures, maps, guide books, etc. • Students develop a list of local day trip opportunities (e.g., "gas tank tours" of interest in the local area).	• Parents plan a future family vacation with the student. • If parents use a travel agent, the student could go along to the agency so he can observe firsthand the type of assistance a travel agency can provide.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 40. Demonstrate Knowledge of Traffic Rules and Safety Practices

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List basic pedestrian safety signs and procedures (e.g., crosswalks, pedestrian signals).	• Students go on a field trip along the city streets, where they observe the variety of signs to assist pedestrians. • Teacher conducts an "on the scene" quiz, where students are asked questions about meanings and procedures for pedestrians. • Students identify pictures of signs or people performing procedures.	• Police officer discusses or demonstrates signs and procedures and emphasizes potential consequences of disobedience. • Parents or peers take the student for walks and have him point out signs and procedures and demonstrate his ability to comply with them. • Students are teamed with peers from regular classes and conduct a field trip.
b. Identify reasons for common traffic and safety rules and practices (e.g., safety, orderly movement of machines and people).	• Students take a field trip to traffic control centers. • Students compile a list of the hazards to motorists and pedestrians. • Students discuss the hypothetical situation of a community without traffic or safety rules. • Students relate traffic or safety rules in community to various rules and procedures in class or school.	• Police officer demonstrates traffic and safety rules. • Parents discuss what happens when people do not obey traffic safety rules.
c. Identify vehicle safety signs and procedures.	• Students take a field trip around the city in cars or a bus, where they are shown the variety of vehicle signs and procedures and how drivers conform to them. • Students construct posters depicting signs and procedures. • Teacher uses posters as flashcards, and students give rules or procedure. • Students construct replicas of signs. • Students read and discuss appropriate selections from the state driver's license manual regarding vehicle procedures.	• Parents or peers take the student for rides and point out the signs and procedures necessary for safe travel. • Police officer discusses the necessity of people obeying traffic regulations. • Parents or peers model positive behavior by adhering to rules of the road.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 41. Demonstrate Knowledge and Use of Various Means of Transportation

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate the ability to use local transportation.	• Students buy a bus ticket, deposit it, and take a bus ride. • Students call a taxi, pay the fare, and ride to their destination (as part of an arrangement with a taxi company). • Students go through ticket schedule reading, buying, and boarding procedures at the local airport, if available (no actual flight). • Students go through ticket purchase and boarding procedure at railway station (and possibly take a short trip). • Students role play activities relating to transportation. • Students construct a step by step bulletin board showing purchase of tickets, boarding procedures, etc.	• Class holds discussion with bus driver, cab driver, train conductor, airplane stewardess or pilot, and ticket agents from various types of transportation. • Parents plan a trip on one of the local means of transportation and allow the student to purchase a ticket and do other procedures on his own. • Peers accompany the student on various means of transportation.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: b. Demonstrate ability to locate street addresses (e.g., differentiate directions and numbering systems).	• Students tour local streets where they observe the numbering sequence of houses. • Teacher devises a map in which students fill in missing house numbers. • Students find out the addresses of others living on their own street and deduce the way in which their own streets are numbered.	• Parents or peers take the student on a walking tour of neighborhoods to identify numbering systems. • City or community planner discusses the overall design for the community.
c. Identify transportation available in the community.	• Class compiles local transportation facilities. • Students take a field trip to each available mode (e.g., to taxi stand or office, bus station, train station). • Class constructs a bulletin board on "getting around our city (town, village)." • Class discusses reasons for choosing certain forms of transportation.	• Representative of state department of transportation leads class discussion. • Parents point out all modes available in the student's locality. • Parents or peers ride on each available mode in the locality. • Representative operators of transportation discuss their tasks and training.
d. Identify transportation most appropriate for personal needs.	• Students list the types of transportation they use. • Students discuss the best means to particular places in locality. • Teacher devises hypothetical situations in which students have to find the most appropriate way of getting to particular places. • Class discusses carpooling. • Class discusses comparable means of transportation (cost, time, etc.).	• Persons who ride in carpooling discuss advantages of sharing transportation. • Parents or peers discuss their means of travel to and from work. • Parents assist in identifying most appropriate ways of travel for own needs.
e. Interpret city and state road maps (e.g., directions, symbols, distance).	• Students construct a large scale localized map or obtain one from the city planning office. • Students study a local map (streets) and road map of general vicinity and then go to the area to investigate it. • Students design a model of a locality, putting in streets, numbers, etc. • Class discusses the necessity of using maps. • Students read state road maps (understand symbols, compute distances, compare time and distance, and describe alternate ways to get to various places).	• Parents or peers obtain local maps and go over them with the student at home. • Parents or peers take the student in a car over the map route while the student observes the map.

Domain: Daily Living Skills
Competency: 9. Getting Around the Community (Mobility)
Subcompetency: 42. Drive a Car

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate proficiency on the written portion of operator's examination.	• Teacher abstracts concepts from a test manual and gives a mock driving test (written). • Students construct traffic signs, lights, and identify rules.	• Workshop with state licensing inspectors on written information. • Parents go over information with the student at home. • Peers relate their experience with the written exam.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Class goes over the manual in small groups, concentrating on the more difficult aspects of written material. • Driver education teacher gives demonstration.	
b. Perform all necessary manual operations required to pass the operator's examination.	• Students participate in driver education classes. • Driver instructors have students practice maneuvers in the parking lot. • Students gain street experience from a licensed adult (teacher, driving instructor, etc.). • Students are given a mock driving test to find their weak areas. • Students construct a driving simulator where they practice certain operations. • Students role play driving situations with each other.	• State driving instructor works with the class in certain areas. • Parents and other adults with licenses take the student out to practice driving skills. • Parents or adults model appropriate driving skills. • Peers relate their experience with the driving exam.
c. Demonstrate knowledge of driving techniques appropriate for weather conditions.	• Students practice driving in snow, fog, and ice in the presence of a licensed instructor. • Students compile a list of manual operations and expectations for each weather condition. • Students compile a list of state laws regarding driving in particular conditions and necessary equipment (e.g., snow tires). • Students construct simulator and practice driving under given weather conditions.	• Highway patrolman discusses with the class the need to alter driving to weather and road conditions. • Parents discuss the problems presented by each weather condition.
d. Describe appropriate procedures to follow after being involved in an accident.	• Students practice contacting the highway patrol and ambulance. • Students are shown how to use danger markers, light flares, and signal other drivers. • Students go over basic emergency first aid. • Students are instructed about the advantages of having insurance. • Students role play accident situation.	• Parents discuss the need for insurance. • Highway patrolman presents procedures to follow in case of an accident. • Local insurance man discusses car insurance with the class. • Parents discuss with the student what to do in case of an accident.

PERSONAL-SOCIAL SKILLS

Domain: Personal-Social Skills
Competency: 10. Achieving Self Awareness
Subcompetency: 43. Attain a Sense of Body

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify major parts of the body.	• Students complete an exercise to feel the presence of certain muscles. • Students list the major organ systems and functions. • Teacher discusses muscle action and the functions of the skeletal system. • Students are given a demonstration of the voluntary and involuntary responses of the body.	• Nurse or paraprofessional describes the functions of internal organs. • Artist demonstrates the role of muscle groups in a painting or drawing.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students discuss body image and their perception of their bodies. • Teacher discusses the major systems of the human body (respiratory, circulatory, digestive, etc.).	
b. List personal physical characteristics.	• Students describe the color of eyes, hair, height, weight, clothing, and shoe sizes, particular physical characteristics (e.g., birthmark, scars). • Students discuss the differences in physical characteristics and their personal meaning. • Students discuss what they like most about their own body and what they wish were different (height, weight, etc.). • Students discuss changeable and unchangeable physical characteristics. • Students discuss the concept of human uniqueness (genetic factors). • Bulletin board illustrates different physical characteristics.	• Parents discuss ways in which the student is unique in positive terms. • Member of the police department discusses the use of unique physical characteristics in identification.
c. Describe typical physical characteristics and dimensions.	• Students cut pictures out of magazines and identify what society considers normal physical characteristics. • Teacher explains what is considered normal weight according to height.	• Parents support the student's efforts in acquiring physical dimensions desirable for certain height and body frame. • Doctor or nurse speaks on normal physical characteristics. • Parents model acceptance of physical differences, particularly those differences not considered to be normal.

Domain: Personal-Social Skills
Competency: 10. Achieving Self Awareness
Subcompetency: 44. Identify Interests and Abilities

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List personal abilities.	• Differences between abilities and interests are discussed. • Students collect a list of personal abilities as well as activities in which they participate. • Class devises an "ability test" for does members to get a feeling for ability as a continuum. • Each student selects an area where he shows weakness and with help from the teacher devises a program to improve in that area. • Class discusses the idea that study and practice can increase a student's level of ability. • Students take a field trip to job sites to observe workers' abilities.	• Various workers demonstrate interests and abilities in their job. • Parents/peers discuss abilities they need to perform their jobs. • Parents and the student construct an abilities program that can be conducted in the home.
b. Identify personal interests.	• Students bring in hobbies or outside activities and share them with the class. • Class constructs a poster or "coat of arms" indicating major areas of interest.	• Hobby enthusiast discusses and displays his interests (stamps, coins, models, etc.).

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Each student conducts a one week "experiment" with a new activity and reports to the class. • Students list activities, hobbies, and subjects that they do and are interested in learning.	• Parents take the student to a hobby shop, athletic activities, libraries, etc., to expose the student to a variety of potential interests. • Parents select an activity, interest, or hobby for the family.
c. Demonstrate goal setting in relation to interests and abilities.	• Students establish immediate goals that they would like to work toward. • Students assess the kinds of abilities and interests necessary for accomplishing their goals. • Students reassess interest/ability levels in relation to goals (also in relation to other students). • Students discuss the self as a variable in attaining a goal—what a person can do, will do, can learn to do, etc.	• Parents discuss goals that they have had, how they have succeeded in them (or failed), and how they had to modify their plans. • Peers and young adults discuss present and future goals in their lives.
d. List preferences that span a wide range of daily activity.	• Students play "This Is Me" game, listing as many interests, abilities, and preferences as they can. • Students examine each others' responses and discuss their choices compared to other students.	• Parents assist the student in defining preferences. • Parents/peers discuss their own preferences and see which preferences are shared by the student.

Domain: Personal-Social Skills
Competency: 10. Achieving Self Awareness
Subcompetency: 45. Identifying Emotions

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify common emotions (e.g., love, hate, happiness, sadness).	• Class discusses feelings. • Students identify emotions from pictures. • Students list what they do when they feel angry, happy, afraid, content, etc. • Bulletin board shows faces and situations that demonstrate emotions.	• Psychologist or counselor discusses emotions and how they affect us. • Parents discuss the different types of emotions people experience and help the student list situations that might prompt particular emotions.
b. List ways in which one's emotions affect the behavior of self and others.	• Students structure open ended problem situations along the lines of "If I said (did) this, how would you feel (or respond)?" • Students discuss the fear of expressing one's feelings to others and the rational and irrational consequences of disclosure. • Students role play different response possibilities to particular expressed feelings.	• Psychologist discusses the response to a variety of emotions expressed in their presence. • Parents express how they feel when a student behaves a particular way.
c. Differentiate particular emotions in self and others.	• Students describe their experiences with anger, joy, fear, etc., and what they felt inside their body (physical changes). • Students role play expressing emotions through verbal messages—content, tone, speed. • Students role play expressing emotions through nonverbal cues—facial expression, posture, rigidity or flexibility of movement. • Students supply the appropriate emotional state to a story or character read by the teacher.	• Members of a performing arts company role play a variety of human emotions. • Doctor or nurse discusses physical changes in the body during different emotional states. • Parents discuss cues they observe when the student is feeling happy, angry, sad, etc.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students list instances when they responded emotionally, describing what may have caused the reaction and what they did.	
d. Identify ways in which one may cope with different feelings.	• Students discuss problem solving techniques that assist them in coping with their feelings. • Students list the options that exist in particular emotional situations. • Teacher observes if each student is able to exercise control, utilize options, and deal directly with feelings.	• Mental health personnel discuss how to release tension without injuring someone else in the process. • Artist discusses the value of the arts as creative emotional expressions. • Parents model effective coping skills. • Parents point out options that exist for the student when dealing with difficult situations.

Domain: Personal-Social Skills
Competency: 10. Achieving Self Awareness
Subcompetency: 46. Identify Needs

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List basic physical needs.	• Students compile a list of needs for human survival (oxygen, food, water). • Students discuss other survival needs (shelter, reproduction of species, security from physical harm, etc.). • Students construct a bulletin board showing necessary ingredients for human survival (food, shelter, clothing).	• Nurse or doctor discusses the body's needs and how they are satisfied and maintained. • Archeologist or anthropologist discusses how ancient and modern people meet basic survival needs. • Parents assist the student in identifying ways in which his own basic needs are met (e.g., three meals a day, a house that keeps out the elements, etc.).
b. List basic psychological needs.	• Class identifies such needs as love, security, self worth, acceptance, etc. • Students identify needs in reference to their own life experiences. • Class discusses how people go about meeting psychological needs through relationships, growth experience, social or political activities, etc.	• Counselor discusses the ways in which parents satisfy the student's psychological needs, and how the student satisfies the parents' needs. • Parents assist the student in identifying activities that fulfill psychological needs.
c. Identify ways to meet the physical needs.	• Students discuss ways to obtain clothing, shelter, food, etc. • Students discuss how these needs are best obtained (e.g., work, sewing, buying, building, gardening, etc.).	• Parents demonstrate and model ways to achieve physical needs. • Guest speakers from the community discuss services their agencies provide relating to physical needs.
d. Identify ways to meet psychological needs.	• Students identify the characteristics desirable in a friend, mate, parent, teacher, etc., who would be instrumental in helping meet their psychological needs. • Students use value clarification strategies to identify ways to meet psychological needs, e.g., list reasons why they love someone, list ways in which they feel secure (this can be written, oral, dramatization, etc.).	• Parents provide love, security, praise, and encouragement to the student. • Guest speaker from the community in the field of mental health discusses available services. • Peers provide for psychological needs by offering friendship.

Domain: Personal-Social Skills
Competency: 10. Achieving Self Awareness
Subcompetency: 47. Understand the Physical Self

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate knowledge of age appropriate sexual information.	• Class discusses the emotional and social aspects of sexual development. • Class discusses pornography as it affects students' attitudes toward sex. • Teacher provides a classroom question box through which students can ask for information in an anonymous manner. • Students list symptoms of venereal disease and know how to obtain medical treatment. • Class discusses male and female sex roles in current society.	• Psychologist, representative from Planned Parenthood, speaker from NOW or women's movement, sex therapist, and clergyperson discuss aspects of sexual experience in the context of their own professions. • Parents encourage questions and discussions regarding sexuality from the student. • Parents identify healthy, positive elements of human sexuality.
b. List similarities and differences in male and female bodies.	• Teacher demonstrates with life size models with removable parts, visible man/woman models, charts. • Teacher compares the structure of the male and female body using pictures. • Class discusses the structure and functions of male and female reproductive organs. • Teacher describes the physical changes that occur in each sex through physical maturation. • Teacher explains the woman's body changes with pregnancy. • Class constructs a bulletin board which illustrates similarities and differences of sexes such as pictures of bearded men, differences in male and female hip structure, etc.	• Nurse or doctor discusses different structures and functions of the male and female body. • Dressmaker or tailor discusses the difference in body structure and how this affects his work. • Parents discuss the physiological functions of each sex with the student, describing the physical changes that the student has experienced and has yet to experience.
c. List components of own future sex role.	• Students project about their future including what will constitute a good mate, responsibilities entailed in establishing and maintaining a relationship, and sexual expectations. • Students describe the necessary ingredients in healthy, sound relationship (love, mutual respect, tenderness, etc.).	• Marriage counselor, psychologist, or clergyperson discusses the aspects of future sex role. • Peers and young adults discuss their perceptions of sex roles.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self Confidence
Subcompetency: 48. Express Feelings of Worth

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List positive physical and psychological attributes.	• Teacher presents "I feel good because . . ." game which requires student to state why he feels good about playing baseball, going camping, etc. • Students make a personal "coat of arms" using pictures and symbols to represent positive areas, events, or things in their lives. • Students demonstrate their favorite interest to the class, and the class asks questions.	• Parents discuss with the student the idea that he has worth as a human being. • Peers point out areas that the student should feel good about (e.g., that the student is a trusted friend or is a good sport).

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students compose self portraits with matching stories about the self. • Class discusses having the right to feel good.	
b. Express ways in which positive attributes make him/her feel good.	• Students write or speak to the class about "I am a worthwhile person because . . . ." • Teacher reads statements of student's positive qualities, and class members guess the student's identity.	• Parents exchange "I feel good about myself" statements with the student. • Peers reflect the student's positive expressions of worth. • Young adults discuss their successes in adult life.
c. List the characteristics necessary to feel good about oneself.	• Class discusses the need to believe in oneself, to value one's own achievements, and to accept one's own limitations while trying to improve them. • Class discusses ways of taking pride in oneself: appearance, behavior toward others, finding areas of ability, etc. • Students role play persons exposing their own sense of worth and persons with little sense of worth. • Teacher demonstrates with videotape or tape recordings situations where people feel worthwhile (e.g., a student doing well on a class exercise).	• Parents tell the student what they consider to be necessary ingredients in feeling good about oneself. • Peers assist the student with a particular skill or talent that he would like to develop.
d. Describe ways in which the action of others affects one's feelings of worth.	• Students role play and videotape peers positively and negatively affecting a student's self worth by praise, support, and reinforcement or by ridicule, anger, and sarcasm. • Students discuss how other people make them feel good and how they return the feeling. • Bulletin board shows pictures of people enjoying each other's company. • Class discusses how attitude, mood, facial expression, etc., can affect one's feelings.	• Peers discuss with the student how they make him feel worthwhile in nonschool setting. • Parents ask for the student's opinions and suggestions regarding family affairs, indicating that the student's ideas and feelings are valued.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self Confidence
Subcompetency: 49. Tell How Others See Him/Her

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List potential reactions of others to oneself.	• Class discusses concepts of prejudice or fear of people exhibiting some type of difference by others in society. • Students list expectations of people's reaction differences (pity, avoidance, etc.). • Class discusses strategies to deal with people's reactions. • Students role play, allowing them opportunities to respond to different reactions.	• Young adults discuss reactions that they received from others and how they dealt with them. • Parents emphasize the value of the student as an individual, despite limitations.
b. Construct personal view of how others see oneself.	• Each student lists what others see as his strengths and weaknesses. • Each student role plays himself as seen by others in a variety of situations.	• Parents offer feedback on the student's behavior and attitudes to assist the student in obtaining a self concept.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Class offers each student feedback as to how they perceive him. • Student observes himself on videotape and gets an idea of how he acts, looks, and sounds to others.	• Parents encourage the student to consider how his behavior and attitudes are perceived by others.
c. Describe the relationship between one's own behaviors and others' reactions.	• Students simulate situations where certain behaviors draw particular reactions from others. • Class discusses behaviors and the general reactions from others. • Counselor discusses how students must accept the consequences of their own behavior.	• Parents point out how they react to certain behaviors of others. • Counselor discusses with students in individual or group sessions the importance of accepting consequences for their behavior.
d. Demonstrate awareness of individual differences in others.	• Students role play different types of personalities (e.g., extrovert, introvert, chronic complainer). • Students discuss the differences in individuals (e.g., appearance, dress, personality). • Teacher or students construct a collage which illustrates the variety of individuals' appearances.	• Parents help the student become more aware of individual differences through discussion. • Parents encourage the student to be accepting of individual differences in people. • Parents model tolerance of the individual differences among people.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self Confidence
Subcompetency: 50. Accept Praise

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify statements of praise in everyday activities.	• Students discuss their perceptions of "praise." • Teacher reads a variety of statements, and students indicate whether it is praise, criticism, or "neutral." • Teacher or students read short stories in which characters behave in a manner that warrants praise. • Bulletin board illustrates instances where praise would be appropriate. • Students role play classroom, home, or play situations demonstrating the effective use of praise.	• Parents identify praise statements they use in the family situation. • Salesman, store manager, or coach discusses how he utilizes praise.
b. List appropriate and inappropriate responses to praise.	• Students are given tasks by the teacher and praised accordingly. • Students define areas in which they receive praise; students define a weak area and with assistance strengthen their abilities and receive the appropriate praise. • Students practice accepting and giving praise in group situations at appropriate times. • Students practice delivering praise in role play and everyday classroom situations.	• Parents role play with the student, giving him opportunities to practice using praise. • Parents model effective praise behavior within the family environment. • Parents identify situations in which the student can give someone praise for his efforts, abilities, appearance, etc.
c. Respond to praise statements by others.	• Students discuss how they feel when someone praises them (e.g., awkward, proud, happy, embarrassed, etc.).	• Parents discuss ways the student can accept praise.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students role play ways to accept praise (e.g., saying "Thank you," "That's very nice of you to say so," "I appreciate your kinds words," etc.).	• Parents model appropriate ways to accept praise. • Parents give the student praise when appropriate to provide him with an opportunity to practice reactions.
d. List the effects of praise on oneself.	• Students discuss their feelings after receiving and giving praise. • Class examines the manipulative effects of praise on someone's needs for attention and reinforcement. • Students role play or see a videotape of a praise situation, and students evaluate the effects of praise on the receiver. • Teacher presents incomplete stories to which students describe characters affected by praise.	• Counselor or psychologist discusses how praise tends to increase behaviors deemed positive. • Parents compare situations when someone is sincerely praising the student and when someone is using praise with an ulterior intention (manipulation).

Domain: Personal-Social Skills
Competency: 11. Acquiring Self Confidence
Subcompetency: 51. Accept Criticism

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify critical and/or rejecting types of statements.	• Students discuss their perceptions of criticism. • Teacher or students read a variety of statements and students indicate whether it is a criticism (as opposed to praise or a "neutral" statement). • Teacher or students read short stories in which characters behave in a manner that warrants criticism, and students attempt to fit the response to the situation. • Class discusses the reasons people use criticism (positive and negative reasons). • Bulletin board illustrates situations in which criticism would be appropriate. • Class discusses the differences between constructive and destructive criticism.	• Parents identify how and when they use criticism in their relationships with the student.
b. List appropriate ways to respond to criticism and/or rejection.	• Students practice desensitization exercises by hearing criticism of themselves. • Students role play situations in which they deliver critical comments to each other. • Students observe the modeling of constructive criticism on videotape and attempt direct imitation.	• Local politician discusses the need to accept criticism realistically but not personally. • Numerous owners, managers, and supervisors conduct a panel discussion on the role of criticism with employees. • Peers and young adults discuss their experiences with criticism on and off the job.
c. Respond appropriately to critical statements.	• Students list possible statements which could be construed as critical. • Students discuss ways to react to critical statements. • Students role play situations in which critical statements are made to them.	• Parents model effective acceptance and giving of criticism in the home.
d. List the positive and negative effects of criticism on the self.	• Students list situations they have received criticism for in particular acts or statements.	• Coaches discuss criticism as it assists athletes in improving their performance.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Students discuss the feelings that result from criticism. • Students role play constructive criticism for particular acts and discuss its potential consequences. • Students role play destructive criticism and discuss its possible consequences. • Students demonstrate the variety of reactions to criticism and discuss the reasons for such reactions. • Students discuss the role of constructive criticism to improve a person's ability.	• Athletes discuss their response to criticism in terms of their athletic performance. • Psychologist or counselor discusses the negative consequences of destructive criticism. • Actors for a local company discuss how criticism has assisted them in cultivating their acting skills.

Domain: Personal-Social Skills
Competency: 11. Acquiring Self Confidence
Subcompetency: 52. Develop Confidence in Self

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify positive characteristics of oneself in a variety of areas (e.g., school, work, recreation).	• Students list all the areas in which they can evaluate performance (school work, assigned classroom job, work, personal activities). • Students discuss how regularly evaluating their own capabilities and performance and making appropriate corrections is one way of maintaining self concept. • Class discusses how working up to one's capabilities assists in establishing faith in oneself. • Students or teacher evaluate student behaviors and offer constructive feedback.	• Student asks his parents to evaluate his performance in household responsibilities. • Employers or supervisors discuss their evaluation of employees.
b. List appropriate ways to express confidence in oneself.	• Teacher asks the student "judgment questions" which require the student to choose the correct response; then the teacher offers other answers, giving the student a chance to change his mind (objective: to assist the student in developing trust in judgment). • Students discuss the idea that failure at hard tasks should not undermine trust in one's own abilities. • Students discuss the role of trust in the self as reflected in the selection of friends. • Students list things they trust themselves in the most and those things they consider limitations.	• Parents reinforce feelings of competence in the student by praising positive accomplishments. • Peers identify the student's positive characteristics (e.g., that the student has social grace and judgment). • Parents discuss the importance of self trust, particularly in situations where group pressure is being put on the student to conform to particular values, behavior or attitudes. • Employers or supervisors discuss the role of trust in oneself in adequate work performance.
c. Make positive statements about oneself.	• Students list ways in which they can act in their own behalf (dressing, keeping on a schedule, making and keeping appointments, etc.). • Students practice assertiveness exercises: observation of videotape or role plays of students asserting feelings, needs, and ideas and then practicing what they saw. • Students discuss the importance of standing up for oneself when one feels in the right.	• Parents role play self assertiveness situations with the student (e.g., exchanging faulty merchandise). • Parents reinforce all self reliant actions of the student in an effort to further the student's independence. • School counselor assists students in such skills.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: d. Identify potential reactions of others to expressions of self confidence.	- Students list various ways in which others could respond to an expression of self confidence. - Students dramatize possible responses when others express self confidence (e.g., "Yes, you must be good at that," "I didn't know you were so talented," "Good, you need to be self confident").	- Parents discuss the difference between an expression of self confidence and bragging. - Counselor explains how a positive self image can help a person. - Counselor and parents identify strengths in the student and help him find ways to respond to others when others express self confidence.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 53. Know Character Traits Needed for Acceptance

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify own acceptable character traits.	- In small group discussions each student states his own acceptable character traits and receives input from the teacher and other students. - Each student constructs a symbol (e.g., coat of arms) indicating several components of his character.	- Social worker or counselor conducts "who are you" workshops in class. - Parents/peers praise the student's traits. - Parents point out other adults who exhibit the same characteristics.
b. Identify acceptable character traits in others.	- In small group discussions students identify positive qualities of classmates. - Teacher presents the lives of historical figures who demonstrated these characteristics.	- Social worker or counselor conducts "who are you" workshops in class. - Parents identify acceptable traits in others. - Supervisor or foreman discusses acceptable traits of successful workers.
c. List character traits necessary for acceptance in various situations.	- Students participate in structured group activities that necessitate cooperation. - Students role play cheerful and cooperative behaviors. - Students list traits that they find pleasant in others.	- Parents/peers discuss cheerfulness and cooperation as a necessity in everyday life. - Student observes various workers using these traits in their daily activities (bank teller, store clerk). - Various workers describe the necessity of cooperation on the job and provide examples.
d. List different character traits that inhibit acceptance.	- Teacher presents incomplete stories of characters demonstrating certain traits; students complete the stories and discuss. - Students construct hypothetical characters to fit particular situations.	- Parents point out behaviors when they occur at home and when they are encountered outside of the home. - Supervisor, foreman, or personnel manager discusses behaviors that interfere with work performance and relations with fellow workers.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 54. Know Proper Behavior in Public Places

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify reasons for appropriate behavior in public places.	• Students role play one polite and one rowdy person; class serves as the public and discusses perceptions of both students. • Class discusses respecting the rights of others through manners and good behavior. • Students list their ideas of appropriate behavior. • Class bulletin board illustrates proper behavior in public places.	• Parents/peers assist the student in developing proper manners and behavior around the home and reinforce the student for using the same in public. • Parents/peers model skills in their daily lives.
b. Identify appropriate behavior when using transportation facilities.	• Students take field trips to a variety of transportation facilities (train station, bus station, airport). • Students role play appropriate behavior on a particular vehicle.	• Bus driver, taxi driver, or train conductor discusses appropriate behavior. • Parents/peers take the student on each mode of transportation and identify proper behavior.
c. Identify appropriate behavior when using eating facilities.	• Students take field trips to several different types of dining places (restaurant, diner, etc.). • Students role play dining out in a restaurant, including ordering, paying the bill, leaving a tip, etc.	• Restaurant manager discusses appropriate behavior. • Parents instruct the student in how to behave in different situations.
d. Identify appropriate behavior when using recreational facilities.	• Students take field trips to a bowling alley, skating rink, ball game, etc., to observe participant and audience behavior. • Students role play behaviors that can lead to injury or present safety hazards. • Students discuss improper manners and behavior and their influence on enjoying recreation.	• Recreation personnel discuss safety factors and proper behavior at the facilities. • Parents take the student to a variety of recreational settings and identify appropriate behavior.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 55. Develop Respect for the Rights and Properties of Others

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Identify personal and property rights of others (e.g., freedom from physical injury, control of personal property).	• Students visit a local court. • Students study an abbreviated version of the Bill of Rights. • Teacher reads situations in which an individual's rights are being violated and students identify the violation. • Students list what they feel are their individual rights. • Students role play individuals receiving proper respect from other and unfair treatment from others.	• Lawyer discusses the broad spectrum of legal rights of individuals. • Parents discuss the rights and responsibilities of each family member.
b. Identify reasons for respecting the rights and properties of others.	• Students bring to class any object or article that they value and discuss why they would not want it damaged or destroyed.	• Parents/peers show the student their favorite and valuable possessions and explain why they are valuable to them.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students identify objects they have purchased from their own resources and discuss the time it took to save money to obtain these items. • Students role play using and abusing a belonging of another student, followed by a discussion of the owner's feelings about the other student's irresponsibility. • Students list the things that they use in the course of the day that do not belong to them (school books, pencils, school owned equipment, etc.).	• Peers discuss with the student that respect for others' possessions is part of friendship.
c. Demonstrate respect for other persons and their property (e.g., talking in turn, appropriate care of borrowed items).	• Each student is given a particular situation to role play (e.g., what to do if you are at the end of a long line waiting to see a good movie), and the class evaluates the student's behavior in regard to respecting the rights of others. • Students list settings in which they can demonstrate respect for others: school, home, recreational area.	• Young adults discuss the importance of respecting personal rights of others as it applies to their work situations. • Parents model effective behavior within the family context and point out instances of one family member respecting the rights of another member.
d. List appropriate situations and procedures for borrowing the property of others.	• Students role play a potential borrower and lender followed by discussion of whom to ask (friend or stranger), statement of reason for borrowing, statement of concern for others' possessions, and fixing a time when the article will be returned. • Students role play a situation in which a student has damaged the borrowed article: discussion of how to state this to the owner, decision on repair or replacement, and the act of apologizing. • Students list situations in which they might have to borrow something from another person. • Students identify sources from which they borrow tools, household appliances, etc.	• Parents/peers discuss the need to care for others' possessions as one's own when borrowing. • Parents role play borrowing situations with the student. • Peers discuss with the student their feelings about approaching another person to borrow something. • Managers of firms that loan tools, appliances, etc., discuss resources.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 56. Recognize Authority and Follow Instructions

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify common authority roles (e.g., teachers, parents, public officials).	• Students list the authority roles that affect their environment (parents, teacher, principal, etc.) and discuss the purpose of instructions from each source. • Students role play authority figure-student interchanges. • Students list authority roles in the community (police officer, elected officials, clergy, etc.) and discuss how these roles affect a student's life. • Students role play situations involving the student and authority figures from the general community. • Class constructs a bulletin board illustrating different authority figures at work.	• Police officer discusses his or her function as an authority figure. • Workers from the community (young adults and peers) discuss how they handle working with an authority figure (e.g., foreman, boss, etc.).

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: b. Identify reasons for following instructions (e.g., safety, order, convenience).	• Students discuss the way things would be if everyone did as they pleased: traffic problems, law breaking, general confusion within society. • Students list instructions they follow in school: where to go for fire drills, what chapters to read, how to do math problems, etc. • Students role play situations in which one student follows given instructions and one does not, and then the class discusses the outcome with regard to time necessary to do the task over, possible safety hazards, and feelings of frustration. • Students observe instances of rules and instructions in business and industry.	• Parents discuss the importance of following instructions in daily family life. • Peers discuss problems caused when one student disregards rules. • Swimming pool guard discusses the safety factors that are considered in instructions and rules for pool use. • Supervisors and workers from various industries discuss important rules, regulations, and procedures.
c. Respond appropriately to specific instructions from authorities.	• Teacher assigns small groups of students different tasks which can only be completed by following instructions. • Each student is given sequential instructions for completing an assigned task. • Students discuss how to ask for more information if instructions are not clear. • Students role play asking for more information. • One group of students constructs sequential instructions for completing particular tasks for another group to complete.	• Parents give the student sequenced instructions and evaluate his ability to properly expedite them. • Peers and students practice following specific instructions by devising rules for a new game or new rules for existing games. • Craftsman, cook, or auto repairman demonstrates the importance of complying with specific directions or procedures.
d. Identify situations in which the individual has the right to disregard instructions from authorities (e.g., participation in a physical activity when ill).	• Students discuss possible personal reasons (injury, illness, etc.) which would make it necessary to disregard instructions. • Teacher puts a variety of situations on the board and explains each; then students discuss in which situations it would be appropriate to disregard instructions (e.g., safety, unlawful acts). • Students discuss the effect of peer pressure when involved in situations in which it would be appropriate to disregard instructions (e.g., out of school activities, unlawful activities). • Student discuss and practice ways of communicating to others the individual's reasons for noncompliance with instructions.	• Parents discuss consequences of possible harmful instructions (e.g., threat to physical safety). • Parents stress the importance of disregarding instructions and informing the proper authority why (e.g., tell the teacher or coach you are sick or injured). • Authority figure commends a student for disregarding potentially harmful instructions.

Domain: Personal-Social Skills
Competency: 12. Achieving Socially Responsible Behavior
Subcompetency: 57. Recognize Personal Roles

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify current roles (e.g., child, student, worker).	• Students discuss their ideas of roles, understanding that all people fit into any number of roles.	• Parents discuss their own roles within the family and assist the student in defining his role in the family.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students list all the roles in which they are involved, and discuss the expectations for those roles (e.g., student role—the student is expected to attend school, be punctual, prepare lessons, cooperate, etc.). • Students make a bulletin board illustrating roles for the student in school, home, and community.	• Peers and the student discuss roles played outside of school—participant in sports group or team, member of a Sunday school or hobby group, etc.
b. Identify possible future roles, (e.g., spouse, parent, worker, friend).	• Class discusses the responsibilities involved in future roles of spouse, parent, citizen, etc. • Students list community activities in which they may participate. • Students go on a field trip to a city meeting on taxation, where they can observe concerned citizens in civic action.	• Parents discuss the responsibilities of family life. • Persons who have recently become parents discuss the change in their lives because of new roles. • Member of taxpayers committee discuss activities with class.
c. List roles of significant others (e.g., parents, teachers, employers).	• School personnel (principal, teacher, janitor, kitchen staff, etc.) discuss the nature of their roles. • Students list persons in roles affecting the students' lives outside of the school (e.g., crossing guards, police officer, fireman, storekeeper, etc.). • Class constructs a bulletin board of persons in roles that affect the students' lives in the community.	• Persons from various areas of the work world discuss their influences on the lives of others. • Parents identify individuals performing the duties of their roles.
d. Describe rights and obligations involved in personal roles as they interact with the roles of others (e.g., teacher instructs and makes assignments while students gain knowledge and complete tasks).	• Students list their involvement in group activities (work team, sports team, community action group, study group, etc.). • Students role play group interactions in which they are given a theme to act out. • A mock community meeting is held in class in which groups of students represent different points of view. • Student take a field trip to a local government meeting or social club meeting. • Class discusses the reciprocal nature of roles (e.g., teacher to pupil and pupil to teacher).	• Members of community, social, and fraternal groups discuss aspects of members in their respective groups. • Workers from community discuss the interactions between their job and another person's job (e.g., carpenter and mason). • Athletes discuss teams as a form of a group and the role of each member in the success of the team.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 58. Know How to Listen and Respond

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify proper listening techniques (e.g., look at speaker, wait for speaker to finish).	• Students observe videotape role play on physical manifestation of listening behavior (e.g., contact, posture, gestures, etc.). • Students list the do's and don'ts of a good listener: be patient, allow the speaker a chance to express himself, avoid distractions, etc. • Class evaluates each student's performance as a listener.	• Counselor or psychologist discusses the role of listening behavior with assisting clients in discussing problems. • Parents check the student's ability to demonstrate listening behavior and model same at home.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: b. Demonstrate appropriate listening techniques.	• Teacher reads/speaks for several minutes, then asks students to summarize what has been said or to answer questions about the content. • Students conduct activities on how and when to ask questions. • Class discusses the student's right to ask questions. • Students role play situations requiring the listener to ask questions.	• Parents or peers should talk about particular subjects, then allow the student to give a summary of what has been said. • Newspaper reporter discusses the importance of being a listener and asking questions. • Parents should listen to the student discuss an area of interest, then ask appropriate questions based on the content.
c. Identify positive outcomes of listening appropriately (e.g., gain information, demonstration of respect for others).	• Students observe videotapes of effective communication. • Students conduct activities in which they model a particular behavior from stories and observations.	• Parents should help the student identify adult models who display interpersonal skills. • Parents demonstrate interpersonal skills.
d. Identify negative aspects of listening inappropriately (e.g., others may not have a chance to speak or may not be candid when speaking).	• Students list consequences of inappropriate listening (e.g., missing instructions, rejection, nonverbal cues). • Students role play situations identified depicting consequences of inappropriate listening.	• Parents model appropriate listening behaviors. • Parents praise appropriate listening behaviors of the student.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 59. Know How to Make and Maintain Friendships

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify necessary components of a friendship.	• Students describe their interpretation of friendship. • Students role play persons demonstrating friendship. • Students role play persons demonstrating friendship. • Students discuss the behavioral aspects of a friendship. • Students collect a list of the behavioral/attitudinal characteristics involved in friendship: openness, sincerity, understanding, love, friendly behavior, willingness to help and ask for help, etc. • Class bulletin board illustrates people engaged in friendly activities.	• Parents identify the similar aspects of friendships and family memberships. • Parents assist the student in identifying essential components of a friendship and assist the student in developing them. • Youth workers discuss the need for friendship in peoples' lives.
b. List personal considerations in choosing a friend.	• Students conduct values clarification exercises on expectations for a friend. • Students identify and describe their friends at various times in their life. • Students conduct shared interests-values clarification exercise in which they are combined in pairs with similar interests. • Class discusses the equality of friends so that no person is superior in the relationship. • Students discuss choosing friends based on a person's personal qualities.	• Parents assist in identifying interests that could be shared with a friend. • Parents discuss their choice of friends. • Two people who have been friends for a long period of time discuss their relationship with the class.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: c. List the rights and responsibilities involved in friendships.	• Students are given role plays of problem situations in which they must respond to a friend's dilemma. • Students discuss friendship's responsibilities to help a friend (if possible), confidentiality, support, trust, etc. • Students discuss friendship's privileges: reception of support, honest feedback, sharing, self esteem.	• Parents assist the student to decide if favors for others are realistic to attempt. • Parents emphasize the shared rights and responsibilities of friendships and family life.
d. List activities that can be shared with friends.	• Students discuss what they share with friends (sports, social events, study, etc.). • Class bulletin board illustrates activities that people share. • Students discuss the value of having a variety of friends: broadens the base of experience, allows for less reliance on one particular person, etc.	• Parents encourage the student to engage in peer activities (recreational, study, hobby, etc.). • Recreation personnel discuss the effects of shared experiences on friendships and community facilities and programs.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 60. Establish Appropriate Heterosexual Relationships

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify behavior appropriate to sex role.	• Class lists expectations for each sex. • Students observe videotape and live role plays depicting appropriate forms of behavior for people of the opposite sex. • Students learn to share responsibilities of a dating relationship and mutual agreement in going out, activities, decision making, etc. • Students observe heterosexual behavior (live, role play, video) that is not a dating situation—discussion about having friends of opposite sex with whom student does not have to be romantically involved. • Class discusses flexibility toward a sex role (e.g., males do not always have to ask out the female, or always pay, or supply all ideas of dating activities). • Students demonstrate good manners with members of opposite sex. • Students discuss sexual stereotyping that often prohibits members of the opposite sex from sharing involvement.	• Dating or married couples discuss how they make joint decisions in their relationships. • Dating or married couples discuss situations where they reversed traditional sex roles and how it affected them. • Parents model appropriate sex role behavior and attempt to present the idea of flexibility with regard to sex role behaviors by modeling and discussions with the student.
b. Identify the qualities of an individual who would be desirable as a dating partner.	• Students construct a fantasy person who contains the desirable attributes for a date. • Students discuss the difference between fantasy and reality which requires people to use realistic factors for selecting a potential dating partner. • Students list cultural expectations for men and women and how they figure into dating selections. • Class completes interest rating scale in order to demonstrate similar interest for males and females.	• Youth leader or counselor discusses the different dimensions along with people making decisions about dating (looks, personality, etc.) and conducts group discussion on the value of the dimensions. • Parents assist the student to identify qualities most appropriate in dating partners.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: c. Describe appropriate procedures for making a date.	• Students role play situations depicting appropriate and inappropriate procedures for making a date. • Students identify the appropriate and inappropriate procedures depicted in the role playing. • Class discusses appropriate and inappropriate procedures for making a date.	• Older brothers and sisters, if available, may discuss and model appropriate procedures for making a date. • Parents provide guidelines for dating procedures.
d. Identify activities that are appropriate for a date.	• Students list activities that can be jointly experienced—parties, walks, picnics, studying, talking, hobbies, etc. • Class constructs a bulletin board showing couples involved in a variety of activities. • Students identify community resources for entertainment, recreation, and other dating activities.	• Member of entertainment or recreation section of a local newspaper describes sources of information. • Counselors discuss selecting activities that fit the interests of both people.

Domain: Personal-Social Skills
Competency: 13. Maintaining Good Interpersonal Skills
Subcompetency: 61. Know How to Establish Close Relationships

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List characteristics of close relationships (e.g., trust, acceptability, openness).	• Videotape of close interpersonal relationship in which students review: the experience, voice tone/facial expressions, concern for their feelings, sincerity, etc. • Students view photographs of people interacting and devise a story to go with the pictures. • Students role play various components of close relationships: empathy, respect, trust, acceptance, tolerance, etc. • Students compose stories depicting several characters in close relationships. • Students discuss the fact that similarity of interests is often the starting point for a close relationship.	• Married couple discusses what they feel are the outstanding characteristics of their close relationship. • Parents discuss what they see as the characteristics of a close relationship. • Peers discuss trust of one another. • Workers discuss how they have developed close relationships through their work association.
b. List different types of close relationships (e.g., parent-child, husband-wife, best friends).	• Students list close relationships in their own lives: parents, grandparents, friends, siblings, relatives, etc. • Students list other types of close relationships they may not have experienced. • Students discuss the value of having close relationships: being able to talk about personal things, receive support and constructive advice, etc. • Class constructs a bulletin board of pictures of parents with infants/children, elderly couples, grandparents with grandchildren, etc.	• Parents discuss family relationships with the student emphasizing the positive points of having a close family. • Grandparents discuss that they have had similar kinds of relationships with the student's parents as the student is now experiencing. • Peers discuss the advantages of having each other for friends.
c. Recognize and respond to intimate feelings of others.	• Students listen to audiotapes of persons responding to the feelings of another. • Students view a videotape of an emotional exchange between two persons so that the student can imitate the responding model.	• Parents identify instances in which they have responded to the student's feelings. • Parents identify feeling responses in real life or on television.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students practice verbal following and reflective techniques that indicate concern and awareness when listening to another person. • Students discuss the necessity of giving and accepting support and criticism in a close relationship. • Students demonstrate physical ways of expressing feelings toward another—handshake, hug, arm around shoulder, etc.	• Foreman/supervisor discusses the importance of being able to respond to the feelings of people in a job situation.
d. Identify persons with whom he/she could establish a close relationship.	• Students list people whom they seek out for assistance/support/counseling when necessary. • School psychologist/counselor discusses the importance of talking about problems and describes his own role in the school setting. • Students role play approaching a person to discuss a personal matter.	• Social worker discusses elements of the personal contacts he develops in his work. • Student relates to "best friend" in emotionally intimate manner (mutual exchange). • Persons who have sought assistance (psychiatry or from friends) discuss the benefits of talking about problems with an understanding person. • Representatives of mental health, counseling center, clergy, etc., discuss facilities.

Domain: Personal-Social Skills

Competency: 14. Achieving Independence

Subcompetency: 62. Understand the Impact of Behaviors on Others

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List ways in which personal behavior affects others around him (e.g., disturb, work, sleep, provide good or bad example).	• Students view a videotape of a variety of interpersonal interactions. • Students role play a behavior—cooperative/uncooperative, friendly/unfriendly, etc.—followed by discussions of each participant's feelings during the situation. • Students list things that people do which influence their own feelings toward them. • Students discuss their responsibilities in school, work, home, and play situations. • Teacher assigns each student a job in the classroom and evaluates the student's ability to meet responsibility. • Students establish small groups and discuss how each affects the other as an individual and in a group (requires some basic knowledge of group dynamics). • Students discuss the concept of consequences of one's actions.	• Peers discuss how they feel when someone's behavior affects their activities (e.g., when one person demands his own way). • Parents identify behaviors that tend to have either positive or negative effects on others (e.g., a person yelling and a person giving a compliment). • Parents discuss the need for all family members to exercise some responsibility in the maintenance of the home. • Supervisor discusses workers' responsibilities on a job. • Parents discuss how they feel when the student fulfills responsibility (e.g., how they feel when the student is supposed to get home at a certain time to babysit and does or does not).
b. List situations in which appropriate behavior is critical (e.g., job interviews, work, school).	• Students take field trips into the community to observe critical behavior; students should discuss, write, or list appropriate behaviors observed. • Students role play a situation depicting behavior appropriate to a given situation. • Students identify situations in which appropriate behavior is critical.	• Parents model appropriate behavior. • Parents identify for the student appropriate behavior models in the community. • Guest speaker stresses appropriate behaviors during an interview and on the job.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: c. Recognize cues from others that behavior is inappropriate (e.g., criticism, rejection).	• Students identify verbal, nonverbal, or physical cues which indicate appropriateness or inappropriateness of behavior. • Students dramatize nonverbal cues and discuss them. • Students use pictures to recognize signs of disapproval or rejection by others.	• Parents pair nonverbal cues with verbal cues to illustrate unacceptable behavior. • Counselor works with students on an individual basis stressing signs of rejection, criticism, and disapproval.
d. Identify ways in which to correct inappropriate behavior (e.g., ask others for advice, imitate appropriate role models—parents, teachers, close friends).	• Students identify examples of inappropriate behavior. • Students discuss alternative appropriate behaviors. • Teachers use behavior management strategies to reinforce self correction of inappropriate behavior.	• Parents use behavior management techniques at home. • A policeman, as a guest speaker, describes the consequences for inappropriate behavior in the community.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 63. Understand Self Organization

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Plan daily activities.	• Students construct time/activities "budget," showing what they do, when they do it, and how much time they appropriate for each activity. • Teacher assigns hypothetical activity which students attempt to integrate into present activity/time commitments. • Students identify priorities in terms of organizing schedules.	• Parents assist the student to establish a time/activity schedule for household activities. • Parents discuss priorities in their own activities. • Former students discuss their organization to meet the requirements of family, job, recreation, etc.
b. Identify areas of responsibility in personal life.	• Students identify areas of personal responsibility: personal appearance, behavior, etc.; school attendance, punctuality, doing assignments, etc.; home household chores, care of personal area, babysitting, etc.; work, attendance, punctuality, productivity, attitude, etc. • Students discuss the reasons that certain responsibilities are assigned to people. • Teacher devises project/exercise in which everyone has a certain responsibility for its success.	• Parents assist the student to compile areas of responsibility, particularly in home situations. • Parents and student agree on the assignment of certain tasks in the home to be done on a regular basis with parents offering feedback on the student's attitude and performance.
c. Identify reasons for organizing one's responsibilities/activities.	• Students are presented with hypothetical activities—work, school, recreational activities, etc.—and have to organize them in order to be able to participate in all activities. • Students discuss whether things would get done without a plan to organize time. • Students role play/videotape situations illustrating organized and disorganized persons. • Students discuss the need for setting aside specific times for each task.	• Secretaries discuss reasons for organization of an employer's work day. • Parents discuss the organization of the household in terms of routine, assignment of tasks, scheduled activities, etc.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: d. Describe ways in which personal organization relates to greater independence (e.g., better ability to deal with routine and unexpected responsibilities).	• Students compile a list of how an individual feels when he is able to organize his own time and activities: competent, in control, independent from assistance from others, etc. • Students discuss other people's perception of a student who is able to organize and complete responsibilities. • Teacher/students read about different types of behavior and students evaluate on a dependent/independent continuum.	• Business person discusses the effects of organization on business. • Former students discuss how being able to plan and manage their own time has augmented their sense of independence.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 64. Develop Goal Seeking Behavior

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Define a goal.	• Students discuss their perceptions of goals. • Students differentiate between a goal and an immediate activity (e.g., wanting to be a gardener is different from wanting to go on a picnic). • Students list differences between immediate and long range goals. • Students discuss setting goals as a personal decision (cannot be someone else's idea).	• Parents discuss their own goals when they were the student's age and their present goals. • Peer discussion of what goals seem available to them and how they find out more information about particular goals.
b. List personal goals.	• Students identify all possible goals and select a given number of short range and long range ones. • Students investigate, by interview or research, the prerequisites for their potential goals. • Students construct bulletin board/posters depicting people in jobs considered appealing by students.	• Parents identify resource persons who could supply prerequisite information about employment goals for the student.
c. Identify characteristics of realistic goals.	• Students choose a preferred goal and weigh prerequisite skills with their own abilities and limitations. • Students discuss acceptance of responsibility and motivation as key factors in making a realistic decision. • Students discuss that values must be consistent with the desired goal (e.g., a person must feel that helping others is valuable if he considers being a nurses' aide or child care attendant).	• Former students discuss their jobs and goals. • Employment counselor discusses the importance of consistency between one's ability and one's goals.
d. Identify appropriate persons for assistance with setting and achieving goals.	• Students take a field trip to an employment office for a discussion with an employment counselor. • Class discussion is held with school guidance counselor, psychologist, and building personnel familiar with aspects of students' goals.	• Members of the clergy or a mental health/counseling center discuss personal factors involved in setting goals. • Parents serve as resources for the student in selecting directions.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Counselor or teacher conducts values clarification exercises on decision making skills in regard to goal selection. • Teacher discusses students' assets and liabilities in regard to goal setting (private interview).	
e. Identify potential barriers to goals.	• Students discuss such barriers as: lack of persistence, poor planning, and outside pressure (peer, parents, etc.). • Students discuss guarding against the possibility of letting a handicap prevent the student from obtaining a goal. • Teacher or class reads the story of a handicapped/disadvantaged person who is faltering in his pursuit of a goal; class suggests strategies for achieving the goal.	• Former students discuss the problems they have encountered in achieving goals. • Handicapped persons discuss problems they have faced in attaining goals and how they overcame them. • Persons who have altered goals because of an unrealistic choice discuss factors that forced them to change directions.

Domain: Personal-Social Skills
Competency: 14. Achieving Independence
Subcompetency: 65. Strive Toward Self Actualization

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify important characteristics for personal growth (e.g., good habits, positive attitudes, perseverance).	• Class views role play or videotape of students who are demonstrating good work/study habits, positive attitudes toward self, etc. • Teacher reads characteristics of a student involved in a task and the class responds as to whether the student is proceeding in the appropriate manner. • Students discuss the role one's outlook on life can have on one's ability to grow.	• Counselors or supervisors discuss the importance of developing adequate social/work habits for use in adult world. • Parents identify ways in which the student can increase growth possibilities (e.g., by practicing tolerance of younger siblings). • Peers discuss reactions to persons with positive and negative outlooks, in terms of their effects on the moods of those around them.
b. List elements necessary for a satisfactory personal life.	• Students conduct a values clarification exercise on identifying personal/material needs. • Students discuss realistic goals, personal happiness, economic security, and social stability. • Teacher reads stories of persons pursuing different modes of satisfaction (e.g., establishing a family, working two jobs for more money to purchase items, doing volunteer work, etc.) and the class discusses the merits of each mode.	• Former students or peers discuss what they find satisfying in their lives. • Parents discuss their feelings about happiness. • Elderly person(s) discuss early life goals and how they did or did not manifest themselves in later life.
c. Identify sources for continued educational/psychological growth.	• Students discuss opportunities in the community for education beyond high school: night school, trade skill classes, arts and crafts classes, etc. • Students discuss ways to expand one's awareness utilizing community resources: parent education classes, social clubs, community organizations, volunteer work, etc. • Students explore hobbies, special interests, and activities that provide a creative outlet.	• Representatives of community facilities present their programs and ways to expand knowledge through continued education in various fields. • Parents assist the student in identifying avenues of continued growth beyond regular schooling.

Domain: Personal-Social Skills
Competency: 15. Achieving Problem Solving Skills
Subcompetency: 66. Differentiate Bipolar Concepts

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Examine positive and negative aspects of personal ideas/behavior.	• Teacher reads a particular situation and students respond with their perceptions of whether a particular behavior is appropriate. • Class discusses the need to evaluate one's own ideas and actions from both positive and negative perspectives to determine whether they are practical.	• Parents identify pros and cons of the student's decisions assisting the student to examine all possibilities. • Employment counselor discusses pros and cons in thinking about future jobs.
b. Identify reasons why ideas, values, and plans have both potentially positive and negative implications.	• Teachers tells a story of two different people who have the same goal but different life situations and students discuss the positive and negative effects of the goal on each person. • Students attempt a concensus on right/wrong and beneficial/detrimental aspects of a particular situation (e.g., a student finds $10 on the school grounds and keeps it).	• Parents discuss the idea that what might be good for one situation is not necessarily good for another situation. • Peers discuss the idea that what was appropriate in one situation may not be appropriate in another situation.
c. Identify situations which require examination of both positive and negative aspects.	• Class provides examples of situations containing both positive and negative aspects (e.g., lying, cheating, stealing, fighting). • Students use values clarification strategy to identify positive and negative aspects of situations (e.g., list positive factors, list negative outcomes) and the class reaches a consensus on what is the best way to proceed in a given situation.	• Parents share their values with the student by examining positive and negative aspects of a situation. • Principal comes into classroom to examine school related situations.

Domain: Personal-Social Skills
Competency: 15. Achieving Problem Solving Skills
Subcompetency: 67. Understand the Need for Goals

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify ways that goals affect one's life.	• Class discusses the concept of goal setting and its elements: self assessment, reality testing, motivation, perseverance, etc. • Students read/hear a story about people who are actively pursuing self established goals and discuss the positive effects of goals (give direction, structure, and meaning to life, etc.).	• Parents discuss danger of drifting through life with regard to what it does to a person's self concept. • Parents discuss how achieved goals have affected them (e.g., raising a family, learning a trade).
b. Set model personal goals.	• Students devise individualized projects that require planning time, gathering resources, etc.; project resembles building goals. • Students evaluate and set a goal in terms of how realistic it is in light of their own interests, abilities, resources available, etc. • Students give a class presentation about their individual goal, whether they achieved it, and how it affected them.	• Parents assist the student in establishing a workable goal that can be accomplished in the home setting. • Peers discuss present goals each student is working on and how success in achieving the goal will affect the student. • Former students discuss their goals with students.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
c. List outcomes to be considered in goal setting.	• Students read stories that enumerate characters' values and goals that they set. • Students discuss how particular goal attainment fits an individual's values. • Students discuss measurable outcomes of particular goals (e.g., salaries, security, amount of free time, etc.). • Students interview persons whom they feel have attained their set goal in reference to whether their original expectations had been met by successful attainment. • Students discuss the result of goals with regard to personal satisfaction (e.g., will this goal allow the student to work with other persons, will it allow him to work with tools and machines, etc.).	• Parents discuss what they feel are the key elements of the goal outcome; will the person be satisfied with the goal, given his life needs and values?
d. List examples of goal attainment.	• Students interview persons they perceive as successful in attaining their goals—tradesman, supervisor, teacher. • Students read stories of famous people and why they set particular goals, and what reaching those goals did for their lives. • Students devise short and long range goals for hypothetical students and improvise strategies for goal attainment. • Students interview a variety of school personnel with regard to their goal attainment (did they get what they wanted, was the result consistent with original expectations, are they still working toward a goal, etc.).	• Parents explain short range goals they have with regard to family life (e.g., the student and siblings will get dental checkups within the next 6 months); also explain longer range family goals (student receives assistance when starting out in adult life).

Domain: Personal-Social Skills
Competency: 15. Achieving Problem Solving Skills
Subcompetency: 68. Look at Alternatives

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Define the meaning of alternatives.	• Students read or hear stories about people who have encountered difficulties in achieving goals, then offer suggestions as to how the person can change the situation. • Students discuss the concept of alternatives, particularly with regard to the continuation of an individual's growth (e.g., an individual who can devise alternatives can continue to grow in a desired direction).	• Parents discuss the need for establishing alternatives in achieving goals. • Former student who has experienced frustrations of a desired goal discusses the alternatives he pursued.
b. List possible alternatives with respect to a personal goal.	• Students choose a real or hypothetical goal and analyze it in terms of alternatives to it. • Students examine resource material to explore alternatives. • Students implement an alternative goal and assess the success or failure of the selection process.	• Parents assist the student in selecting alternatives to situations that occur in the home (e.g., different ways to respond to introducing younger siblings).

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
c. Utilize compromises and alternatives.	• Students role play positions in opposition and then devise a plan that allows them to free themselves from the deadlock. • Students discuss compromise as a basic form of alternative, in that each person must give a little in order to proceed in the task. • Students list the types of compromises that they are involved in within the school setting (e.g., when two students are unable to agree on how to develop a bulletin board).	• Parents identify compromises that settle family disagreements. • Peers discuss ways in which they reach a concensus in the selection of where to go on a date.
d. List ways of seeking and finding information that develops alternatives.	• Students are given a hypothetical situation in which goals are frustrated; they must devise alternative plans of action that would produce a satisfactory solution. • Students list resources available in establishing alternatives: the library, people who have faced similar situations, people who have accomplished the goal, agencies, etc. • Students discuss how an alternative to a particular goal can become a new goal and consider the realistic possibility, desirability, and practicality of a goal. • Students role play step by step the procedure of checking resources for each alternative.	• Vocational or employment counselor discusses how to identify alternatives in job, social, and personal situations. • Parents or peers identify resources that help them select alternatives.

Domain: Personal-Social Skills
Competency: 15. Achieving Problem Solving Skills
Subcompetency: 69. Anticipate Consequences

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		
a. Define consequences or outcomes.	• Students discuss basic cause-effect relationships, using physical examples like a bouncing ping pong ball, shooting marbles, a pinball machine, and a tuning fork. • Students read or hear stories about and identify consequences of characters' behaviors. • Students discuss consequences in terms of risks involved in particular actions. • Students discuss the need to weigh risks with regard to the value of the desired goal(s).	• Parents or peers discuss the consequences of violating the law. • Peers discuss with parents the kinds of risks that they incur in the nonschool setting.
b. List ways in which personal behavior produces consequences.	• Students role play behaviors that invoke reactions (positive and negative) in the other participant. • Students discuss emotional reactions as consequences, and how they produce consequences that color the reactor's perception, feelings, and behavior. • Students conduct interviews with friends, parents, and relatives to discover their reactions to students' behaviors.	• Parents or peers discuss their feelings after the student's behavior. • Judge discusses the legal system in terms of administering consequences for law breaking. • Foreman, supervisor, or personnel director discusses consequences of behavior in a work setting.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: c. Describe the concept of maximum gain for minimum risk.	• Students play "You Bet Your Life" game, in which they are asked questions which are rewarded or penalized according to the answer. • Students discuss the evaluation of taking risks in terms of a person's value system (e.g., is there consistency between what the person is willing to risk and the intensity of the value in question). • Students make selections of risk taking behaviors for hypothetical situations and explain the reasons for their choices.	• Parents or peers practice self assertiveness with the student for particular situations (e.g., asking for information on the telephone and in person). • Parents tell the student about risks they have taken in their lives (physical, emotional, financial, etc.).

Domain: Personal-Social Skills
Competency: 15. Achieving Problem Solving Skills
Subcompetency: 70. Know Where to Find Good Advice

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify situations in which one would need advice.	• Students brainstorm for possible situations that would necessitate outside assistance or advice (e.g., vocational decision, personal problem, insurance coverage, etc.). • Students discuss seeking assistance at any point in the decision making process. • Students role play a decision making situation concluding with the decision to seek additional assistance.	• Parents discuss the appropriateness of seeking assistance or advice when the student feels it necessary. • Peers brainstorm for situations in out of school life where they would seek assistance or advice. • Former students discuss their experiences in seeking advice.
b. List available resources for resolving problems.	• Students survey community organizations or agencies index listing what types of assistance are available for particular types of difficulties. • Students take field trips to medical and mental health clinics, employment, social services, vocational rehabilitation offices, etc. • Students list persons who offer advice or assistance without fees: clergy, friends, teachers, coworkers, etc. • Students list persons who offer assistance for fees: doctors, dentists, lawyers, psychologists, etc. • Students list agencies that offer services on sliding scale: Family Counseling, Planned Parenthood, Legal Aid/Public Defenders Office, etc. • Class discusses problems involved in seeking assistance: fear of exposure, pride, lack of information about the nature of services offered, etc.	• Representative from a community referral agency discusses the nature of the referral service and the way students could take advantage of its services. • Parents identify whom they call on for advice or assistance when necessary. • Staff member(s) from community mental health, local well baby clinics, Legal Aid Society discuss the specific nature of the services offered by their respective facilities.
c. Describe the procedures for contacting appropriate persons for assistance.	• Class takes a field trip to a service referral agency or phones in contact with a referral switchboard or crisis center. • Students practice using the phone book to find appropriate services.	• Parents or peers observe the student practicing phone contacts with helping persons or agencies and offer feedback on the student's presentation.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students role play phone contact for assistance in problem solving (e.g., students role play calling medical clinic for appointment). • Students discuss ways they have sought assistance for difficulties and the results.	• Parents or peers role play a problem situation in which the student with a problem is advised to seek further assistance.
d. List potential outcomes of seeking advice.	• Students read/listen to letters and advice from the "Dear Abby" columns of the newspaper and discuss possible outcomes. • Students discuss the consequences of failing to seek advice or assistance when it is warranted. • Students hear advice given for particular situations, then discuss ways the recipient could incorporate that advice into problem solving decisions.	• People who have sought assistance for problems discuss how they have felt after outside intervention. • Parents discuss the importance of accepting wise counsel from respected persons, while still evaluating the practicality of that advice for their particular situations, needs, and goals.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 71. Recognize Emergency Situations

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify sights and sounds of emergency situations.	• Teacher plays a tape recording of various emergency sounds (sirens, fire alarms, tornado alerts, air raid) and students identify the sound and list the necessary steps to take with each. • Class constructs a bulletin board depicting emergency situations (fire, power line down, gas line break, etc.) and appropriate actions. • Students list the possible meanings of flashing red lights on vehicles (police, fire, ambulance).	• Civil Defense representative discusses emergency warning systems emphasizing what to do. • Parents or peers instruct the student in emergency warnings in his own locality and how to react.
b. Identify appropriate authorities to contact in emergency situations.	• Class takes field trips to a police station, fire station, or hospital and observes real or mock emergency calls. • Students role play calls for different emergencies with other class members evaluating their effectiveness. • Students demonstrate the ability to contact a telephone operator and explain an emergency situation. • Students discuss their responsibility to self and society to report accidents, emergencies, and crisis situations to the appropriate authorities.	• Parents identify actions on programs like "Emergency." • Members of police, fire department, emergency squad, ambulance service demonstrate proper way of reporting an accident or emergency. • Parents or peers practice calling techniques with the student. • Manager of a local movie theater discusses the appropriate way of alerting the staff of an emergency. • Parents/peers role play emergency communications with the student, acting as both the reporter and the person who responds to the report.
c. Describe personal communications indicating emergency situations.	• Students hear tape recordings of mock situations in which persons are experiencing emergencies and discuss content, voice tone, and rapidity of speech.	• Switchboard operator for police, fire, or hospital discusses communications relative to emergencies. • Fireman, doctor, or hospital attendant discusses necessary actions for particular types of emergencies.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students list questions to ask a person in an emergency situation (e.g., "Can I assist you?", "What is wrong?", "What do you need?" etc.). • Students role play actions necessary when an emergency situation is communicated to them. • Teacher reads a situation and a student offers an appropriate response.	
d. List personal responsibilities in emergency situations (e.g., how to report fires or accidents).	• Students identify personal capabilities in responding to an emergency situation. • Students identify ways in which they could be of assistance in emergencies. • Students role play ways to respond to an emergency situation. • Students discuss appropriate nonaction in an emergency situation (e.g., staying away from a fire or accident scene when professionals are in charge of the situation).	• Parents encourage the student to accept responsibility in emergency situations. • Guest speaker and film from the Fire Department, Highway Department, Police Department, etc. are presented.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 72. Read at Level Needed for Future Goals

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate the ability to read at a minimum level.	• Students identify traffic, safety, and informational signs and signals. • Students find restrooms in facilities by following signs. • Students utilize telephone book or Yellow Pages for information by practicing looking up people and businesses or services. • Students construct their own phone book using student phone numbers and then devise a Yellow Pages section. • Students discuss how this type of reading affects students' mobility and independence.	• Parents or peers direct the student attention to traffic, road signs, etc. • Parents or peers assist the student to become familiar with phone books by having him locate personal and business numbers.
b. Describe common varieties of information available in his environment.	• Students list ways in which information is provided in the community (e.g., signs, maps, brochures, labels, menus, etc.). • Students practice reading signs, menus, maps, labels, community brochures, etc. • Students practice reading time schedules.	• Parents ask the student to read signs when out in the community. • Parents ask the student to read directions or signs while preparing food, cleaning the home, doing the laundry, labels on clothes, grocery shopping, etc.
c. Read labels and directions.	• Students demonstrate the ability to follow recipes, assemble objects from directions, and identify components listed as ingredients in a product. • Students discuss the importance of reading ability in assisting the student to understand purchases, protect their family, and facilitate an organized household.	• Pharmacist discusses the importance of being able to read medication labels. • Parents or peers assist the student to prepare food from a recipe. • Parents have the student assist with family shopping, allowing student to find necessary items.
d. Obtain information from newspapers.	• Students list the information that they can obtain from the newspaper.	• Newspaper reporter or staff person discusses the role of the newspaper.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students collect newspapers and locate important sections. • Students take a field trip to a newspaper to observe its daily operations. • Students find job advertisements that sound appropriate to their skills and interests. • Students discuss the importance of the newspaper in being informed about world and community events, activities, available jobs, etc.	• Parents or peers utilize the newspaper as a learning tool by asking the student to locate certain facts or parts of the paper and be able to read articles to parents.
e. Obtain information from telephone directories.	• A presentation is made on how to locate a phone number or address by name. • Students list types of information and categories found in the Yellow Pages and practice locating information.	• Parents assist the student in locating phone number, address, or service by name. • Parents enlist the student's help in locating information from the telephone directory.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 73. Write at the Level Needed for Future Goals

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Write informational notes.	• Students practice writing notes to parents, postman (e.g., "Please stop mail delivery next week."), neighbor, etc. • Students practice constructing a shopping list. • Students discuss the value of being able to write notes with information to others.	• Parents devise situations in which a note would be an appropriate means of communication and have the student construct it. • Parents write a note for a particular purpose and discuss it with the student.
b. Complete job application.	• Students practice on sample applications. • Students list important areas of information requested on applications. • Students practice listing experiences or skills that would be of value in performing a job.	• Representatives from personnel departments discuss aspects of completing applications. • Parents or peers obtain applications and work on them with the student. • Parents complete an application as an example for the student.
c. Demonstrate ability to write personal letters.	• Students study previously written personal letters to get an idea of differences in the structure and content of each. • Students practice identifying the three parts of a letter (heading, body, and closing). • Teacher indicates the purpose of a letter and students identify whether it is business or personal. • Students practice letter writing for a variety of purposes and situations.	• Parents or peers show the student business and personal letters they have both written and received. • Parents or peers write a letter to the student requesting a response; the student writes a response, mailing it back to parents.
d. Take telephone messages.	• Students practice writing numbers, names, and common messages spoken orally by teacher. • Students practice asking for the message to be repeated. • Students practice listening for key words (e.g., name, number, reason for call).	• Parents demonstrate how to write down messages. • When parents are out of the home, they call in and leave a message or number where they could be reached.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Students role play a telephone conversation in which students record a message. • Teacher contacts the telephone company for phone kit and students practice taking messages.	

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 74. Speak Adequately for Understanding

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Participate in social conversation.	• Students observe a videotape conversation and list important elements in the communication: inquiry or response(s), conclusion, etc. • Students practice speaking courtesies, speaking in turn, language appropriate to subject, voice control, etc. • Students role play incorporating the above elements. • Class participates in its own version of a television talk show. • Students practice discussion skills in small groups and identify similarities and differences between speaking to several persons and one person.	• Parents or peers engage in conversations with the student on topics and offer feedback on effective and ineffective techniques used by the student. • Television or radio interviewer discusses conducting conversations with interviewees. • Parents or peers watch a television talk show with the student and identify various elements of the discussion.
b. Demonstrate proficiency in basic language skills.	• Students practice pronunciation of vowels and consonants (probably not necessary unless a speech problem exists). • Teacher demonstrates mouth positions for producing various sounds. • Students engage in picture and word association games, dictionary searches, favorite words list, etc. • Students demonstrate the ability to use complete sentences. • Students demonstrate the ability to orally communicate for a variety of everyday purposes (e.g., giving directions to home, explaining a work procedure, securing a needed service, etc.).	• Parents or peers assist the student in augmenting vocabulary by looking through magazines, newspapers, books, etc.
c. Demonstrate the ability to adjust voice to situations.	• Students tape record voices to hear themselves. • Students demonstrate control in volume-intensity of voice. • Students listen to auditory modeling exercises for voice inflection, then imitate the model. • Students list places in which soft and loud voices could be used.	• Author demonstrates proper voice inflection for questions, exclamations, statements, etc. • Television or radio personality discusses the use of the voice in communicating ideas.
d. Demonstrate a variety of verbal expressions.	• Students listen to tapes modeling different forms of verbal expression: expressing emotions, asking and giving directions, expressing ideas, etc.	• Parents accompany the student to movies, plays, and community meetings and identify types of verbal expression.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Students are given particular situations and role play appropriate responses (e.g., You have just walked into a surprise party being given for you—what would you say?). • Class observes videotapes or television and identifies expressions.	• Performer(s) by local repertory company discuss the range of verbal expressions.

Domain: Personal-Social Skills
Competency: 16. Communicating Adequately with Others
Subcompetency: 75. Understand the Subtleties of Communication

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify the nonverbal elements of communication.	• Students play charades and guess what is being acted out. • Students view videotapes of people utilizing nonverbal communication techniques. • Students view photos of faces and identify the feeling of the subject. • Students watch television with the volume off and attempt to identify the story line from nonberbal communication (gestures, facial expressions, posture, etc.). • Bulletin board illustrates persons expressing nonverbal behavior.	• Members of a repertory company demonstrate nonverbal techniques. • Pantomimist gives class performance. • Parents or peers play charades with the students. • Parents or peers identify nonverbal behavior in other people.
b. Demonstrate verbal and nonverbal elements of communication.	• Class presents a play in which everyone has a speaking part, allowing students to integrate verbal and nonverbal expression. • Students observe television, movies, and drama to identify combined verbal and nonverbal responses. • Students hear a tape and express the nonverbal component of the communication. • Students discuss communication as a verbal and behavioral act.	• Parents view television, movies, and drama with the student and identify actions combining verbal and nonverbal communication. • Actor(s) from a local repertory company present class performance.
c. Identify verbal expressions that correspond to feelings.	• Students list other students whose statements in class were most similar to their own statements. • Students identify a popular personality who has expressed similar views.	• Parents or peers assist the student in identifying people who are supportive of each other's statements.
d. Identify verbal expressions that are inconsistent with feelings.	• Students list those statements in the class discussion which differed from their own statements. • Students identify a popular personality who has expressed views divergent from their own.	• Parents or peers assist the student in identifying people whose ideas are opposing each other (on television and/or radio) and note their verbal interaction.

OCCUPATIONAL GUIDANCE AND PREPARATION

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 76. Identify the Personal Values Met through Work

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Recognize that work is necessary to obtain economic independence.	• Students discuss the remunerative aspects of work (e.g., how workers are paid). • Students divide paycheck to buy the necessities of life. • Students becoming adults more able to meet their own needs and be less dependent on their families. • Students discuss main reasons for wanting to work.	• Parents or peers discuss their first job and experiences with becoming economically independent.
b. Identify the role of employment in building personal and social relationships.	• Students being employed as a sense of belonging. • Students discuss the way in which a job allows one to form new friendships and social relationships. • Students list ways in which a work situation is similar and different from other social situations. • Students identify social activities coworkers engage in outside the job.	• Parents or peers discuss their own experiences of making friends on the job. • Parents or peers discuss social activities they have shared with coworkers away from the job.
c. Identify personal needs that can be met through work.	• Students list personal needs met through work (e.g., fulfillment, satisfaction, sense of work, security, socialization). • Students parallel school experiences with possible work experiences which meet personal needs.	• Parents discuss the concept of personal needs. • Invite a working student to talk to the class and explain how work meets his personal needs. • Guest speakers from the community discuss how their work helps them meet their personal needs.
d. Describe how work relates to one's self esteem.	• A presentation is given on the reasons a good worker is a valuable member of society. • Students discuss what is required to serve and maintain employment. • Students identify the qualities of a good worker. • Students discuss the reasons why being employed allows one to value the self. • Guidance counselor discusses the relationship of self esteem to being gainfully employed. • Students interview workers in the community to gain their feelings about work.	• Parents discuss why being employed makes them feel good. • Manager or supervisor discusses the relationship of productivity to self esteem. • Workers discuss their feelings about their job(s). • Former students or peers discuss their employment situation and self esteem.

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Opportunities
Subcompetency: 77. Identify the Societal Values Met through Work

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify ways in which individual workers help society (e.g., contributes goods and services, pays taxes).	• Students identify workers who affect their daily lives. • Students discuss what might happen if members of certain occupations were not working. • Students list worker roles in different occupations. • Students list ways that workers contribute to society by purchasing goods and services.	• Members of unions, industries, or agencies present ways in which workers are important to the community. • Government official discusses employment and the local economy. • Parents or peers discuss how workers help maintain the standard of living in the community.
b. Identify ways in which members of a specific occupation contribute to society (e.g., production workers).	• Students list specific services provided by major occupations. • Class takes field trips to observe members of different occupations at work. • Students are assigned a specific occupation to investigate. • Bulletin board lists specific occupations and the major contributions. • Students role play members of different occupations and discuss the importance of their jobs to society.	• Member of the Chamber of Commerce identifies major local industries and jobs and discusses contributions to the community. • Representatives from local industries identify contributions of specific jobs. • Parents or peers discuss their jobs and contribution to the community.
c. Identify ways in which workers on different jobs are interdependent.	• A presentation is given covering major occupations involved in meeting our daily needs. • Students discuss what would be different if a given occupation did not exist. • Students identify relationships between jobs in different communities.	• Government official discusses the interdependence of business, industry, farming, and government. • Workers from a specific occupation discuss their dependence on members of other occupations.
d. Describe societal rewards for different occupations (e.g., income, esteem).	• Students list fringe benefits which society considers rewards based on the job (e.g., sick leave, vacation, working conditions, hours, etc.). • Given a list of occupations available locally students identify occupations that provide high income. • Given the same list of occupations students identify occupations that provide high esteem. • Given the same list students identify occupations that provide both high income and high esteem.	• Parents identify the aspects of their jobs for which society rewards them. • Guest speakers from various occupations discuss societal rewards.

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 78. Identify the Remunerative Aspects of Work

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify reasons why people are paid for working (e.g., they are doing a service, they meet a need).	• Students list the kinds of goods and services different jobs provide for the community.	• Parents or peers discuss what their jobs are and why they are getting paid. • Workers from different jobs discuss their job responsibilities and type of remuneration.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students discuss community needs for certain goods and services. • Students discuss their own experiences with paid employment.	
b. Identify reasons why some jobs pay better than others (e.g., more training involved, higher level of skill).	• A presentation is given on the relationship of demands and requirements and longevity to rate of pay. • Students identify general categories of jobs along with training, education, and rate of pay. • Students research jobs in which they are interested to identify the level of training and education needed. • Students discuss the kind of salary they expect to be paid based on their training and experience. • Students discuss why some jobs pay by the hour while others are salaried.	• Parents discuss requirements for their jobs and the rate of pay. • Workers or peers discuss the relationship of requirements and demands for their jobs to salary.
c. Discuss meeting personal needs through wages (e.g., purchasing clothes, food, shelter).	• Students discuss what needs they hope to meet with their salaries (e.g., how it will be spent, what are their priorities). • Students identify necessities which must be bought out of one's salary (e.g., rent, food, etc.). • Students discuss fringe benefits of a work situation (retirement, planning for the future, medical, security, etc.) and how these satisfy personal needs.	• Parents or peers discuss budgeting their salaries.
d. Discuss the positive and negative aspects of different kinds of wages (e.g., piece rate, hourly wage, monthly salary).	• A class presentation is given on the ways that different wages are calculated. • Students compute salaries based on various rates of pay.	• Parents discuss their own wages with student. • Recent graduates receiving various kinds of wages discuss positive and negative aspects in their experiences. • Personnel officer explains different wages paid in his setting.

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 79. Understanding Classification Jobs into Different Occupational Systems

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify the major categories of jobs relevant to his interests.	• Students check want ads and employment services for opportunities. • Students discuss jobs which seem most interesting to them. • Students identify major classification criterion used with these jobs. • Counselor demonstrates how to use relevant literature. • Students use these sources to obtain information about specific jobs. • Student lists what he is looking for in a job.	• Employment service counselor explains major job categories and identifies information relevant to each. • Workers from different occupations come to school for a Career Day. • Parents or peers discuss what is interesting about their jobs.
b. Identify general job categories (e.g., white vs. blue collar, skilled vs. unskilled).	• Students discuss the way jobs are classified (e.g., type of work, salary, level of training or education, etc.).	• Employment service counselor identifies major criteria used in different occupational classification systems.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Counselor identifies various sources of occupational information and the kinds of information each provides. • Students identify specific information they would like to have about a prospective job. • Bulletin board lists major classification systems with representative jobs.	• Job placement specialist discusses the kinds of occupations available locally.
c. Describe training requirements and wages relating to common job classifications.	• Students discuss how and where to locate information about occupational classifications. • Students practice utilizing these resources to obtain specific information (e.g., training, wages, etc.). • Students identify job families or related jobs a person with specific kind of skills might perform. • Counselor explains the concept of job and occupational clusters.	• Employment service counselor demonstrates how to utilize the occupational classification systems to obtain specific information. • Workers from a specific occupation discuss other jobs they would be able to perform with their level of skill and training.

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 80. Identify Occupational Opportunities Available Locally

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List sources of information about employment opportunities.	• A presentation is given of all the locally available sources of occupational information. • Students discuss the kinds of information and/or service provided by each. • Bulletin board illustrates school and community sources of occupational information.	• Parents or peers help the student identify local sources of occupational information. • Representatives from each source discuss the kind of information they provide. • Businessman discusses local occupational opportunities and industrial opportunities.
b. Locate sources of information about employment opportunities.	• Students take a field trip to various sources of information. • Students record the kind of information available at each resource in an occupational notebook. • Students construct a bulletin board identifying the kind of information available at each source.	• Parents or peers help the student locate various resources. • Peers accompany the student on trips to these various sources. • Employment service counselor discusses local sources of information on job opportunities. • Rehabilitation counselor discusses opportunities for training and employment.
c. Utilize these sources of information about employment opportunities (e.g., read want ads, meet with placement specialists).	• Demonstrations are given of how to utilize each resource (e.g., who to talk to, what to ask). • Students discuss how they would acquire specific kinds of information. • Students identify the pros and cons of each source. • Students practice using sources to obtain specific information.	• Employment service or rehabilitation counselor demonstrates how to obtain specific information from these agencies.
d. Describe differences and employment opportunities in varying localities (e.g., rural vs. urban, small areas vs. large cities).	• Students use *Occupational Outlook Handbook* (a US Government publication) to identify common locations of various kinds of jobs.	• Employment service representative discusses job opportunities available locally and why these jobs are found in this location.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Students conduct a survey of the local community to ascertain the availability of current jobs.	• Parents discuss with the student different job opportunities they have encountered. • Recent graduates discuss job opportunities they have discovered locally.

Domain: Occupational Guidance and Preparation
Competency: 17. Knowing and Exploring Occupational Possibilities
Subcompetency: 81. Identify Sources of Occupational Information

The student will be able to: a. Identify sources of occupational information (e.g., *Occupational Outlook Handbook*, guidance counselor, employment service).	• A presentation is given identifying sources of occupational information available. • Students collect examples of the kind of information provided by each source. • Students discuss which resources they are most likely to utilize. • A discussion is given by a counselor of various occupational information resources in the school and the community.	• Parents or peers help the student identify community sources of occupational information. • Peers accompany the student on trips to these sources. • Employment service counselor identifies occupational information resources in the community.
b. Identify the kind of information provided by each source.	• Counselor discusses specific resources and the kind of information they can provide. • Students take field trips to these various resources. • Students construct a bulletin board identifying the major services available at each source.	• Rehabilitation, employment, or vocational counselor describes the kinds of information provided by these agencies. • Parents or peers accompany the student on field trips to various sources. • Parents or peers discuss the major purpose of each of these agencies.
c. Utilize occupational information sources to obtain information specific to a particular job.	• Students are assigned a specific job or occupation and asked to obtain information about it. • Students identify jobs or occupations in their area which have the best outlook.	• Representative from various sources demonstrates how to utilize his facilities. • Parents or peers help the student utilize sources to obtain information on specific jobs.

Domain: Occupational Guidance and Preparation
Competency: 18. Selecting and Planning Occupational Choice
Subcompetency: 82. Identify Major Occupational Needs

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify the criterion he would use in selecting an occupation (e.g., salary, type of environment, kind of responsibilities).	• Students brainstorm reasons why people work. • Group discussion or counseling allows the student to identify his own personality characteristics. • Students construct a hierarchy of major personality characteristics (e.g., likes, dislikes, need for structure, etc.).	• Workers from different occupations discuss their reasons for choosing that occupation. • Rehabilitation counselor identifies major needs one may realistically meet through work. • Parents or peers discuss why they chose their occupation.
b. Relate his needs to a specific occupational environment (e.g., outdoors vs. indoors, factory vs. community).	• Students take field trips to different occupational environments with discussion and observation of what workers do in these environments.	• Workers from different occupational environments discuss or demonstrate what it is like to work in that environment.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students discuss pros and cons of different work settings. • Students identify the kind of work settings they might prefer.	• Parents or peers take the student on trips to different work settings. • Employment or rehabilitation counselor discusses characteristics of various work settings.
c. Relate his needs to a specific job (e.g., directing others, working alone, having specific responsibilities).	• Students take field trips to various work settings where workers discuss or demonstrate what they do. • Student performs specific tasks or jobs in school. • Students discuss what is most and least satisfying about specific jobs.	• Vocational counselor discusses the responsibilities involved in various occupations. • Parents or peers discuss the most important needs they meet through their jobs.

Domain: Occupational Guidance and Preparation
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 83. Identify Major Occupational Interests

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify one or more occupations/jobs he is interested in pursuing.	• A presentation is given on the types of jobs and training available in the community. • Students discuss which jobs seem most appealing or interesting. • Students construct a notebook of potential jobs with information about each job. • Students visit job sites which are of interest to them.	• Parents help the student identify the types of employment available in the community. • Parents ask the student to describe an ideal job. • Members of various occupations discuss their jobs with students on a Career Day.
b. Describe the characteristics of that occupation or occupations that enable him to pursue interests.	• Students list aspects of different jobs (e.g., salary, types of work, location, work setting, etc.). • Students discuss which aspects of the job are most important to them.	• Parents discuss what they find appealing about their job. • Parents or peers discuss what they look for in a job and why.
c. Describe ways that an occupation relates to future goals.	• Counselor leads class discussion about stepwise occupational progress toward long range goals. • Students construct life chart bulletin boards illustrating steps to achieve in reaching a long range goal (e.g., completing the job, doing a certain type of work, working with others, getting paid, etc.). • Students identify characteristics of jobs they would most like to hold.	• Parents can describe steps they performed to reach their current occupational situation.
d. Identify personal-social needs met through work (e.g., acceptance, approval, friendship).	• Counselor identifies major personal-social needs. • Students list various ways in which these needs are met in work situations. • Students list which of these needs they expect to meet through their job.	• Workers from different occupations discuss personal-social needs they meet through their jobs. • Parents or peers discuss personal-social needs they meet through their jobs.
e. Identify status needs met through work (e.g., standard of living, respect).	• Students discuss their ideal job, salary level, etc., in comparison with their needs regarding type of environment, job responsibilities, etc.	• Parents or peers discuss how their jobs and salary relate to their own status needs. • Workers from different occupations discuss how their jobs relate to their own status needs.

Domain: Occupational Guidance and Preparation
Competency: 18. Selecting and Planning Occupational Choice
Subcompetency: 84. Identify Occupational Aptitudes

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify different aptitudes necessary in the performance of various jobs (e.g., speed, accuracy, manual dexterity, reading ability).	• Lectures are given on how aptitudes relate to ability to perform a job. • Lectures or demonstrations are given of how aptitudes are measured (e.g., job samples, performance tests). • Students discuss how aptitudes (abilities) are related to occupational choice.	• Parents explain to the student how aptitudes (abilities) are related to performance on a job. • Parents discuss with the student how knowledge of one's aptitudes relates to occupational choice. • Vocational evaluator discusses different methods for obtaining knowledge about one's aptitudes.
b. Identify personal aptitudes (e.g., speed, accuracy, fine motor coordination, eye-hand coordination).	• Students are tested in different modalities. • Students are observed in different settings (e.g., performing work samples and being given objective feedback about performance). • Each student constructs a list of potential jobs related to his own aptitudes. • Each student constructs a list of his own strong and weak points.	• Parents or peers discuss with the student what appear to be his strengths and weaknesses.
c. Identify activities which can improve aptitudes necessary for a personally preferred job.	• Students use the *Dictionary of Occupational Titles* to identify aptitudes. • Students design a realistic program or plan for personally improving aptitudes. • Students discuss aptitudes and what to do to improve them.	• Parents or peers engage in activities with the student in order to practice or improve aptitudes.
d. Practice remedial activities.	• Language arts teachers provide individual programs to improve reading and writing. • Vocational education teachers prescribe individual programs to improve eye-hand coordination, dexterity, and speed and accuracy.	• Parents follow up an individualized program at home. • Tutor, adult, or peer can assist the student in remedial activities.

Domain: Occupational Guidance and Preparation
Competency: 18. Selecting and Planning Occupational Choice
Subcompetency: 85. Identify Requirements of Appropriate and Available Jobs

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. List the requirements for jobs of interest.	• Students investigate the kind of skills, abilities, education, and level of training or experience required to enter a specific job. • Students discuss the match between requirements for a specific job and their skills, abilities, etc. • Students construct a notebook listing desirable jobs and the requirements for each. • Students talk with workers holding jobs they are investigating. • Students discuss union membership needed for specific jobs and the advantages and benefits of labor unions.	• Parents discuss the kind of jobs the student may find desirable. • Parents help the student obtain information about specific requirements for each job. • Parents help the student eliminate jobs from the list which are either inappropriate or unavailable in the community.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: b. Determine the extent to which personal qualifications are commensurate with requirements of jobs of interest.	• Students discuss what is meant by the demands of a job. • Students investigate demands involved in a particular job (e.g., being on one's feet all day, being able to get along with coworkers, being able to work around noise, etc.) • Students talk with workers holding jobs they are investigating. • Students construct lists of specific jobs and the kind of demands involved in each job and do an analysis comparing those demands with their own abilities.	• Parents discuss with the student the kind of desirable jobs. • Parents help the student obtain information about the demands of each of these jobs (e.g., from prospective employers, State Employment Service, workers in the field, etc.). • Parents help the student identify the kinds of demands he may be unable to meet.
c. Identify alternatives for occupations for which personal qualifications are not commensurate with identified requirements.	• A presentation is given on employment available in the community. • Students discuss specific jobs which they find both desirable and realistic in terms of their ability, training, and experience. • Students discuss why they find certain jobs more appealing than others.	• Parents help the student identify employment available in the community.

Domain: Occupational Guidance and Preparation
Competency: 18. Selecting and Planning Occupational Choices
Subcompetency: 86. Make Realistic Occupational Choices

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify one or more jobs of interest.	• Students collect newspapers, want ads, and other literature listing jobs available in the community. • Students brainstorm and compile a comprehensive list of jobs available in their community. • Students construct a bulletin board listing all potential jobs by occupational grouping. • Students choose one or more jobs that they might like to perform.	• Parents or peers help the student construct a list of potential jobs in the community. • Representative of the State Employment Service helps the student construct a list of jobs in the community. • Member of the Chamber of Commerce discusses employment opportunities in the community.
b. Obtain specific written information about the above jobs (e.g., qualifications, salary, age).	• Students identify available resources for obtaining information about jobs. • Counselor demonstrates ways to research a job as well as information resources available in the community. • Students construct a list of desirable jobs and obtain specific information about each (e.g., salary, level of education, level of training). • Students interview workers, supervisors, and employment personnel to obtain information.	• Parents or peers help the student utilize various job information resources in the community. • Parents or peers help the student research job(s) in which the student has expressed interest. • Placement specialist or vocational counselor presents information about specific jobs. • Peers who have done a particular job can talk to the student about it.
c. Obtain observational information about the above jobs through participation (e.g., onsite visits, work samples, job tryouts).	• Students obtain information about a prospective job through observation, training, job tryout, summer employment, etc. • Students discuss what they like or dislike about jobs based on their experiences. • Students edit their list of prospective jobs on the basis of their experiences and discussion.	• Parents arrange for the student to have job related experiences. • Parents or peers discuss with the student what kind of self knowledge they have acquired through these experiences. • Parents or peers help the student revise his occupational goals on the basis of experience and discussions.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students keep a notebook of experiences on the job.	• Former students discuss similar experiences with the student.
d. Determine whether identified jobs are commensurate with interests, abilities, and physical and psychological needs.	• Students work with a counselor to identify jobs which are available in the community and appropriate in terms of the student's level of education, training, work experience, expressed interests, etc. • Students discuss aspects of their vocational choices. • Each student compiles a list of potential jobs along with relevant information. • Students make a list of the pros and cons of each job.	• Parents help the student identify potential jobs related to his level of training and experience. • Parents or peers talk with the student on how jobs were related to experience. • Former students discuss changes in their goals due to job experiences.

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 87. Follow Directions

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Perform a series of tasks in response to verbal instructions.	• Teacher demonstrates a sequence of steps to complete a job and students perform these under teacher supervision. • Game or role playing format is used in which students direct one another. • Students participate in games in which players are required to follow verbal instructions.	• Peers play games with the student in which players are expected to follow a series of instructions. • Parents or peers practice giving the student different kinds of verbal instructions and observing his performance.
b. Perform a series of tasks in response to written instructions.	• Students complete activities which require them to follow a set of written instructions. • Each student is asked to explain a set of written instructions to another student or to the teacher. • Students are asked to prepare a dish or meal by following a recipe or constructing a model from written directions. • Students collect samples of written instructions (e.g., auto repair, model assembly, tax return, etc.). • Each student completes an exercise in finding an item on the school grounds by following directions.	• Parents engage the student in activities around the home which involve following a set of written instructions (e.g., doing chores, going to the store, housecleaning, etc.).

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behavior
Subcompetency: 88. Work with Others

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify reasons for working with others (e.g., efficiency, need for more than one person to complete a particular task).	• Students identify activities for which more than one person is required. • Students engage in activities for which more than one person is required.	• Parents or peers help the student identify activities in day to day life which require more than one person.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Students identify situations in which there is cooperation and shared responsibility. • Students engage in team games or sports. • Students discuss their feelings about working with others.	• Peers work with the student on tasks requiring more than one person. • Parents or peers discuss reasons for cooperation and shared responsibilities.
b. Recognize the importance of individual components in a cooperative effort.	• Students participate in a simulated activity in which one member leaves or doesn't cooperate to demonstrate the dependence of the group on individuals. • Students take a field trip to an industry to observe group assembling. • Coaches can discuss the importance of cooperation in athletics.	• Parents demonstrate the role of individuals in household tasks. • Student athletes discuss how they learned cooperation on the playing field. • Workers from the community discuss cooperation aspects of their jobs.
c. Complete a task working with other persons.	• Students are assigned to work in pairs on various tasks. • Students discuss what they like or dislike about working with others. • Students participate in games in which cooperation is required to reach a goal. • Students are presented with a problem that requires two or more to solve (e.g., carry a table down a hallway).	• Parents or peers work with the student to complete various household tasks. • Parents or peers discuss with the student what role each will assume in completing a task. • Peers engage in games or sports with the student.

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 89. Work at a Satisfactory Rate

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Perform at satisfactory rates on specific jobs.	• Students participate in activities which give the teacher a chance to assess skills (e.g., sorting, collating, assembling, etc.). • Each student works with the teacher or counselor to compile a list of jobs related to particular skills. • Students enter job tryouts to utilize and develop skills.	• Parents receive a checklist of skills which can be assessed through activities in the home. • Employment counselor meets with the student to identify specific jobs related to skills.
b. Identify satisfactory rates required for specific jobs.	• A demonstration is given of job performance in the classroom or workshop. • Students are asked to perform a specific job within a specific time frame. • Students receive feedback on the quality of performance from other students, teacher, or evaluator. • Students observe workers performing specific jobs. • Students discuss duties entailed in a specific job and skills required to complete those duties.	• Parents or peers discuss the kind of duties their jobs entail. • Workers from different jobs meet with the student to discuss rate on their jobs.
c. List reasons why a job must be performed at a certain rate of speed (e.g., production quotas, deadlines).	• Students discuss employer expectations. • Students investigate why some workers are paid by the hour, some receive a salary, and some are paid according to their production. • Each student is asked to obtain specific information about a job(s) in which he is interested.	• Parents or peers discuss the kind of responsibilities entailed in their jobs. • Student accompanies parents/peers to the job (when possible) and observes their performance.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
	• Bulletin board illustrates examples of rate per different jobs. • Students take field trips to jobs with different rates (e.g., assembly plants, kitchens, etc.).	

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 90. Accept Supervision

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Complete a job following supervisory instructions.	• Student is assigned to complete various activities while under direct supervision (playing a game, cooking a meal, sports, etc.). • A student is to role play a supervisor and must get other students to complete an assigned task. • Students discuss their reactions to a supervisor and being supervised. • Students discuss their ability to cooperate. • Students participate in activities while under indirect supervision (e.g., landscaping, painting, home repair, etc.).	• Parents assign the student various tasks around the home (e.g., cleaning, cooking, washing car, etc.) and evaluate performance. • Employees discuss the need for supervision on the job and how to respond to it.
b. List the roles and responsibilities of supervisors.	• A presentation is given on the role of a supervisor (e.g., responsibilities, duties, etc.). • Students observe a situation involving a supervisor and supervisee and discuss their reaction. • Students role play situations involving a supervisor and supervisee (students assume each role at once).	• Parents or peers discuss their reactions to being supervised. • Former students discuss their experiences with supervisors.
c. Identify appropriate responses to supervisory instructions.	• Students role play responding to various supervisory instructions. • Vocational education teacher observes students' responses to instructions and discusses these with class.	• Supervisors from business or industry present a discussion of good and bad responses to their instructions and suggest types of responses they would like to receive.

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 91. Recognize the Importance of Attendance and Punctuality

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify reasons for good attendance and punctuality (e.g., responsibility to employer, production quotas, deadlines).	• A presentation is given of why attendance and punctuality are important (e.g., loss of production time, loss of money to employer, employee could lose his job, could hamper chance for promotion). • Bulletin board lists reasons for good attendance and punctuality.	• Parents explain the importance of being on time for work, appointments, etc. • Parents discuss experiences they or their friends have had with tardiness or absenteeism. • Parents or peers discuss how tardiness and absenteeism may have caused problems for them.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		• Employer(s) discusses why tardiness and absenteeism are problems for him.
b. Identify legitimate vs. illegitimate reasons for tardiness and absenteeism (e.g., illness vs. oversleeping).	• A presentation is given of the various causes of tardiness and absenteeism (e.g., illness, missing a bus, getting up late). • Students discuss the difference between a legitimate vs. and illegitimate reason for tardiness or absenteeism. • Bulletin board lists legitimate vs. illegitimate excuses for missing work. • Students discuss what may happen if one is chronically late or absent from work (e.g., probably get fired).	• Parents help the student identify reasons why he might be late or absent from work and which of these reasons are legitimate excuses and which are not. • Parents or peers discuss experiences they have had with absenteeism and tardiness and how this affected their work. • Employer discusses how to deal with problems of tardiness or absenteeism.
c. Identify appropriate action to take if late or absent from work.	• Students discuss what to do in case of absence or lateness on a job. • Students role play what to do in each case (e.g., call in, talk with the foreman, etc.).	• Parents or peers describe what level of action they take when they are late or absent from work. • Employer discusses appropriate action to take when one expects to be late or absent from work.

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 92. Meet Demands for Quality Work

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify minimum quality standards for various jobs.	• Vocational counselor presents a class discussion of various quality standards both in general and for local business and industry. • Class takes field trips to industries to observe quality control.	• Industry representatives can present discussions of their quality standards. • Parents discuss quality standards required on their own jobs.
b. Identify reasons for quality standards (e.g., protect the consumer, function of the product).	• A presentation is given of the meaning of minimum quality standards on specific tasks or jobs. • Students discuss reasons for minimum quality standards in employment. • Students discuss what might result from failure to maintain quality standards in specific jobs (e.g., shoddy clothing, spoiled food, etc.). • Students list criteria for evaluating the quality of a specific job or task.	• Workers discuss major reasons for minimum quality standards on the job. • Quality control expert explains his job and why it is important. • Parents or peers discuss standards which must be met on their job. • Consumer expert discusses quality control and its importance to the consumer.
c. Perform simulated work tasks at least at minimum quality standards.	• Students identify minimum quality standards in a specific task, activity, or job. • Students observe a task or job being performed according to minimum quality standards. • Students perform a task or job according to minimum quality standards. • Students participate in regular vocational training or work study to get practice in meeting and maintaining minimum quality standards. • Students do jobs in classroom in which the class set standards and evaluates each others' performances (e.g., routine classroom housekeeping chores or a simulation).	• Employment service counselor discusses the relationship of ability to meet minimum quality standards and employment. • Parents/peers give the student feedback on his performance with suggestions for improvement.

Domain: Occupational Guidance and Preparation
Competency: 19. Exhibiting Appropriate Work Habits and Behaviors
Subcompetency: 93. Demonstrate Occupational Safety

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify potential safety hazards on the job (e.g., slippery floors, cluttered stairways, toxic chemicals, moving machinery).	• A demonstration is given of typical safety hazards to be found in specific job groups. • Students discuss how to eliminate or minimize these various hazards. • Students role play what action to take when confronted with a specific hazard. • Vocational teacher describes how to identify a potential safety hazard.	• Parents describe safety hazards that may be found on the job. • Occupational safety specialist describes how to identify and deal with potential safety hazards.
b. Follow safety instructions on the job (e.g., wear rubber gloves, protective goggles).	• Students describe typical safety precautions used in industrial jobs. • Students describe special instruction required when working on certain jobs (e.g., wear rubber gloves, protective goggles, protective shoes, etc.). • Students role play specific sets of safety precautions.	• Parents or peers or workers discuss safety precautions they must take on the job.
c. Identify major reasons for practicing safety on the job (e.g., protection of self and others, maintaining production standards).	• Students discuss safety standards required on jobs. • Students role play situations in which safety precautions are not observed and discuss dangers involved. • Bulletin board lists reasons for practicing safety on the job. • Students take field trips to local industries or businesses to point out various safety signs posted and discuss meanings and reasons for these.	• Parents discuss what kind of safety precautions are observed on their jobs. • Workers from different jobs discuss the kind of safety precautions they must observe. • Representative from State Employment Services discusses number of man hours and money lost on jobs because of failure to observe safety precautions.

Domain: Occupational Guidance and Preparation
Competency: 20. Physical-Manual Skills
Subcompetency: 94. Demonstrate Satisfactory Balance and Coordination

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate satisfactory balance and coordination on simulated work tasks.	• Students participate in specific tasks designed to measure balance and coordination.	• Parents or peers encourage the students to engage in job related activities around the home. • Parents or peers provide the student with feedback on performance • Occupational therapist suggests remedial activities for improving balance and coordination.
b. Demonstrate satisfactory balance and coordination on non-work tasks (e.g., sports, recreation).	• Students participate in activities requiring various degrees of balance and coordination (e.g., baseball). • Students evaluate each other's performance. • Physical education instructor suggests activities for improving individual students' balance and coordination. • Students maintain a record of their performance in activities.	• Parents receive from school a list of activities which will develop the student's balance and coordination. • Parents or peers serve as participant observers in these activities with the student. • Parents or peers help the student identify areas of participation. • Physical and occupational therapists explain activities for remediating specific problems in balance and coordination.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Bulletin board illustrates people in tasks requiring balance/coordination.	
c. Identify the relationship between balance and coordination and job performance.	• Teacher defines balance and coordination and discusses their relationship to job performance. • Physical education instructor demonstrates balance and coordination skills. • Students identify activities which require balance and coordination.	• Parents or peers identify balance and coordination in daily functioning. • Peers help the student participate in sports and games to improve balance and coordination. • Physical therapist discusses the reasons people have problems in balance/coordination.

Domain: Occupational Guidance and Preparation
Competency: 20. Physical-Manual Skills
Subcompetency: 95. Demonstrate Satisfactory Manual Dexterity

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Determine personal level of dexterity in both work and nonwork tasks.	• Counselor administers dexterity tests (e.g., Purdue Pegboard, GATB). • Students chart their own dexterity skills and abilities.	• Parents observe and report the student's dexterity in household activities and recreation.
b. Identify occupations commensurate with determined dexterity.	• Vocational counselor or teacher helps students identify occupations they might enter based on their levels of dexterity. • Students take field trips to observe workers perform these occupations. • Students discuss which of these occupations seem most appealing for their future. • Students compile a notebook of potential jobs.	• Employment service counselor helps the student identify occupations. • Vocational or rehabilitation counselor discusses services the student might receive to improve dexterity.
c. Identify reasons for dexterity (e.g. appropriate use of tools and equipment).	• Teacher defines and illustrates dexterity. • Students identify all applications of dexterity in everyday life. • Students compile a list of situations in which manual dexterity is important. • Teacher or counselor identifies jobs requiring different levels of manual dexterity (unskilled to highly skilled).	• Various workers discuss or demonstrate dexterity in their jobs. • Parents or peers discuss or demonstrate jobs around the home requiring different degrees of dexterity.
d. Demonstrate adequate dexterity on work tasks appropriate to an identified occupation.	• Students observe others demonstrating satisfactory dexterity on specific jobs. • Students perform these specific jobs. • Students discuss jobs in which they have difficulty. • Students practice improving their dexterity.	• Workers from different occupations explain or demonstrate jobs involving differing degrees of dexterity. • Parents assist the student in carrying out practice in improving dexterity.

Domain: Occupational Guidance and Preparation
Competency: 20. Physical-Manual Skills
Subcompetency: 96. Demonstrate Satisfactory Stamina and Endurance

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Perform satisfactorily at a predetermined simulated work task.	• Students are assigned simulated tasks in the school setting which require stamina. • Physical education teachers test students' endurance and design programs to improve or maintain physical conditioning. • Students chart their own times for specific tasks requiring stamina.	• Parents can observe the student's performance on physical tasks and assign routine home duties requiring stamina. • A work evaluator can help design simulated tasks with expected performance levels.
b. Identify jobs in which endurance is critical (e.g., construction work, assembly line).	• Students pair off to establish lists of jobs requiring endurance. • Bulletin board illustrates various jobs requiring physical stamina. • Students visit a job site in the community that demonstrates endurance requirements.	• Parents discuss with the student the physical demands of their jobs. • Personnel officer from factory presents information regarding endurance requirements of specific jobs.
c. Identify the need for stamina on the job (e.g., to produce expected quotas).	• Teacher defines and illustrates stamina or endurance. • Students list reasons for certain levels of endurance. • Bulletin board illustrates different types of physical activities required in work situations.	• Parents discuss with the student the endurance requirements of their routine activities. • School nurse explains bodily reactions to physical activities.

Domain: Occupational Guidance and Preparation
Competency: 20. Physical-Manual Skills
Subcompetency: 97. Demonstrate Satisfactory Sensory Discrimination

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Demonstrate size and shape discrimination.	• Students design their own tasks using different sized objects to evaluate discrimination. • Teacher or counselor uses work samples to evaluate size and shape discrimination (selected components of the *Talent Assessment Program)*. • Other commercially available tests include *Great Shapes* (Teaching Resources Corp.) and *Revised Minnesota Paper Form Board Test* (Psychological Corp.)	• Parents allow the student to use objects such as measuring devices (cups, rulers) to demonstrate and practice size and shape discrimination. • Vocational evaluator from a rehabilitation facility can discuss and demonstrate evaluation techniques and remediation procedures.
b. Demonstrate color discrimination (e.g., *Dvorine Color Vision Test*).	• Teacher, counselor, or nurse administers established color vision/discrimination tests. Other color discrimination tests include *Small Parquetry with Pattern Cards* (Teaching Resources Corp.) and *Farnsworth-Munsell 100 Hue Test for Color Discrimination* (Psychological Corp.). • Teacher arranges own test using various colored everyday objects such as postage stamps, book covers, etc.	• Parents quiz the student about the color of various household objects as well as other objects when away from home.
c. Identify the need for sensory discrimination on an identified job.	• Students pair off to establish lists of jobs that require sensory discrimination.	• Parents discuss with students sensory requirements of routine household duties.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Teacher arranges a field trip to a job site where workers demonstrate the sensory discrimination required.	• Working parents describe sensory discrimination requirements of their jobs. • Graduates discuss the need for sensory discrimination.
d. Demonstrate auditory discrimination.	• Although definitive auditory evaluations requires specially trained personnel, the teacher can arrange situations such as having students identify spoken words or numbers while a record player or radio provides background interference; a practical evaluation device for use in the classroom with younger students in *Sound Boxes* (J. A. Preston Corp.).	• Parents can attend to the student's auditory behavior at home and note strengths and weaknesses; deficit identification should be brought to the attention of medical personnel as well as school personnel. • Public health service could provide audiologist to evaluate students' auditory discrimination.

Domain: Occupational Guidance and Preparation
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 98. Search for a Job

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify the steps involved in searching for a job.	• A demonstration is given of a logical step by step method of searching for a job. • A demonstration is given of sources of information about prospective jobs (e.g., want ads, employment service, friends, etc.). • Bulletin board illustrates step by step procedure and sources. • Students tour State Employment Service. • Students engage in job search exercises. • Bulletin board contains latest job leads from newspaper, employment agencies, etc.	• Parents discuss sources of information about prospective jobs. • Parents help the student develop a logical procedure to use in searching for a job. • A presentation is given by an employment specialist on how to search for a job. • Representative from the State Employment Service discusses preliminary job search procedures.
b. Identify a potential job through employment resources (e.g., employment service, newspaper).	• Students take a field trip to an employment service to acquaint themselves with services and procedures. • Class reads newspaper ads to identify appropriate jobs. • Students discuss the advantages and disadvantages of various job information resources.	• Parents can assist the student to read newspaper ads on a regular basis. • Vocational Rehabilitation Counselor can present discussion of services through that agency.
c. Arrange a real or simulated job interview.	• Students practice mock telephone calls to arrange an interview and are observed to evaluate whether they give and ask for necessary information. • Students call a personnel interviewer in business or industry to arrange an interview for a job advertised in the newspaper.	• Parents role play telephone calls to arrange interviews with the student. • Parents observe while the student arranges real interviews.

Domain: Occupational Guidance and Preparation
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 99. Apply for a Job

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify appropriate job application procedures.	• A presentation is given on the steps involved in applying for a job (e.g., identify a desirable job, fill out an application, dress appropriately, obtain an interview, etc.). • Bulletin board illustrates steps in the procedure. • Students add information to occupational information scrapbook.	• Parents or peers help the student identify steps involved in the job application process. • A presentation is given by employment specialist on how to apply for a job.
b. Collect personal data to be used for a job application.	• Class prepares outlines including data that are generally required on a job application; these can be photocopied or mimeographed so that all students have copies. • Class reviews several job application forms from various businesses. • Class reviews completed outlines. • Class prepares individual resumes. • Students complete actual procedures for obtaining Social Security cards (if they are not already registered).	• Parents assist the student with completion of the data required in the outlines prepared in class. • Personnel offices or interviewers can discuss the critical points of a job application and appropriate wording.
c. Complete a real or simulated job application.	• Demonstrations are given on completing a job application. • Students discuss the kind of information needed to fill out a job application. • Students practice filling out different types of job applications • Bulletin board contains several examples of application forms. • Students complete a card they can carry with them with such vital information as social security number, birth date, address, etc. • Student adds information to occupational information scrapbook.	• Parents or peers demonstrate how to fill out a job application. • Parents or peers allow the student to complete an application and correct mistakes. • Parents discuss the basic information needed to fill out a job application (name, age, address, etc.).
d. Apply for a real or simulated job both in person and by telephone.	• A presentation is given on appropriate dress and behavior when applying for a job. • Students role play the entire application process (e.g., finding a job, dressing appropriately, obtaining transportation). • Students may construct a bulletin board depicting the do's and don'ts of applying for a job.	• Parents explain that neat appearance and manners are important in applying for a job. • Parents allow the student to identify a desirable job and go through the entire job application process. • Representatives from various companies discuss their expectations relative to appearance and application.

Domain: Occupational Guidance and Preparation
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 100. Interview for a Job

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Obtain an interview.	• A presentation is given on the means to obtain an interview (e.g., telephone, letter, in person). • Students discuss how and when to use each method.	• Parents discuss different ways to obtain a job interview. • Parents discuss what is involved in each method.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:	• Students role play what to say and do when applying by phone or in person (e.g., identify yourself, purpose of the call, etc.). • Bulletin board shows the do's and don'ts of obtaining a job interview. • Students add information to their occupational information scrapbooks.	• Parents or peers role play obtaining an interview. • Presentation is given by a job placement specialist on the do's and don'ts of obtaining a job interview.
b. Identify appropriate interview behaviors (e.g., dress appropriately, sit and speak appropriately).	• Students construct a bulletin board illustrating the various stages of an interview and the type of behavior required. • Guidance counselor presents a discussion of proper interview behavior. • Class views videotaped interviews and identifies appropriate and inappropriate behaviors.	• Parents can role play or practice interviews with the student. • Personnel officers or interviewers can present a discussion of good and bad behaviors on which they focus.
c. Complete a real or simulated job interview.	• Students role play and/or videotape job interviews and then discuss the pros and cons of their performances. • Students complete mock interviews with community personnel and receive their critiques. • Students complete interviews in potential employment situations.	• Parents discuss with the student how to behave in a job interview. • Parents or peers role play a job interview with the student. • Parents or peers help the student correct any inappropriate behavior he displays in the role play. • Employers discuss their expectations for interviews. • Former students, peers, and young adults discuss their experiences with the entire procedure from job search to employment.
d. Obtain transportation to and from the interview.	• Students discuss means of transportation available to them (e.g., bicycle, family car, public transportation). • Students practice identifying different locations and discussing which means of transportation to use in getting to each). • Students discuss the importance of punctuality to the interview.	• Parents help the student identify all available means of transportation. • Employment personnel discuss punctuality for the interview and on the job.

Domain: Occupational Guidance and Preparation
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 101. Adjust to Competitive Standards

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Determine the level of personal abilities regarding an identified occupation.	• Students prepare a written analysis of requirements of specific jobs and their own individual aptitudes. • Students take a field trip to observe workers performing various types of jobs. • Students discuss the responsibilities entailed in the jobs they find desirable. • Students construct notebooks listing desirable jobs and the requirements and responsibilities of each. • Bulletin board contains illustrations of jobs.	• Parents help the student identify major responsibilities of several potential jobs. • Representatives of several occupations discuss responsibilities that exist across all jobs.
b. Identify the minimum level of skill and performance required on an identified occupation.	• Students discuss minimum standards required for specific job. • Class makes onsite visits to job location.	• Parents or peers take the student on trips to observe various workers in action.

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to:		• Workers discuss and demonstrate job skills.
c. Identify potential remedial activities which might be required by a specific occupation.	• Class discusses ways in which speed and accuracy can be improved. • Physical education instructor demonstrates ways to improve eye-hand coordination.	• Parents can devise tasks at home in which speed and accuracy can be improved through practice. • Supervisors from industry can present their production standards and demonstrate ways they help employees adjust to these standards.

Domain: Occupational Guidance and Preparation
Competency: 22. Seeking, Securing, and Maintaining Employment
Subcompetency: 102. Maintain Postschool Occupational Adjustment

Objectives	*Activities/Strategies*	*Adult/Peer Roles*
The student will be able to: a. Identify potential problems to be encountered on the job.	• A presentation is given of the kind of problems one typically encounters on a job. • Students discuss how one might deal with these problems. • Students role play different problem situations. • School counselor talks about the kind of problems typically encountered in adjusting to any new situation (e.g., making friends, adjusting to new routines).	• Parents or peers discuss kind of problems they encounter or have seen others encounter adjusting to a new job. • Employers discuss their most frequent employee problems. • Employees (past students) discuss their most frequent problems.
b. Identify potential methods for dealing with these identified problems.	• Students role play different problems encountered on the job (e.g., poor quality work, absenteeism, tardiness, etc.); students discuss and identify causes of problems depicted in role play; students discuss possible methods for dealing with the problems. • Students compile lists of specific job or job related problems and at least one method for dealing with each. • Students keep notebooks listing specific methods for dealing with specific problems. • Students design a bulletin board depicting typical job adjustment problems. • Students role play problem resolution with each student playing the role of the supervisor.	• Parents or peers discuss the methods they or their friends employed in dealing with problems. • Supervisor, foreman, or counselor discusses ways to deal with adjustment problems. • Former students discuss their experiences in work adjustment.
c. Identify resources for assistance if problems cannot be personally resolved.	• Students discuss whom the student can see outside of work if he is having a problem which is unresolvable at work. • Students identify situations such as a conflict with a foreman or discrimination by a boss or coworker. • Students discuss what might be done at work to minimize these problems (e.g., transfer to another department, etc.). • Students add resource information to occupational information scrapbooks.	• Parents help the student identify resources from whom he may receive help for a job related problem. • Peers discuss their experiences with similar types of problems. • Presentation is given by various professionals of the kind of assistance they can provide (school counselor, rehabilitation counselor, employment counselor, psychologist).

4. Instructional Materials

Lynda L. West

This chapter presents a listing of commercially available materials that can be used in conjunction with the activities presented in Chapter 3. Included is a description of the type of material, the instructional level, the price, and the publishing company. Instructional materials are arranged alphabetically within each of the 22 competency categories. Manufacturers' addresses are located at the end of the chapter.

In selecting instructional materials from this chapter, it is suggested that the teacher or counselor first review all the materials listed for a given competency. A wide range of prices, maturity levels, and achievement requirements are presented. It should be possible to select material that fits both the budget and the individual needs of the learners. (Prices are subject to change.)

Contributors to this chapter were: Gregory E. Brown, Gale Hagee, Sarah McIntosh, John Noland, Marty Salamack, and La Nelle Tuoti.

DAILY LIVING SKILLS

1. Managing Family Finances

Applying for Credit. Knowing the functions of credit and the responsibilities of a charge account are the concepts presented in this program. It shows how to apply for credit, how the responsibilities of credit apply to the individual, and how to use credit wisely. It contains 1 full color filmstrip, 1 recorded cassette, 1 teacher's manual Interpretive Education. $14.95.

The Bank Book. John D. Wool. An 89 page text-workbook teaches the various aspects of banks and banking. Each chapter of the book contains review exercises to meet the student's understanding of the information he has read. Frank E. Richards Publishing Co., Inc. $1.95.

Banking Series. Designed to meet the needs of special students entering the world of work, the Banking Series is a low vocabulary, high interest program exploring bank functions as applied to practical implementation. It is a sequential program, reinforcing the student by the use of visuals, audio, and workbooks. Contents include how to open a savings account, withdraw money, fill out and use checks, and use bank forms and services. The set contains 5 full color filmstrips, 5 audiocassette/slides, 20 student workbooks, and 1 teacher's manual. Interpretive Education. $119.00 (Individual workbooks, $2.25).

Basic Skills in Shopping. E. R. Young. Lessons are printed on spirit masters for use with special education students. *Basic Skills in Shopping* is one book in a series of six. This book covers the supermarket, estimating weights and measures, change, sales tax, newspaper ads, vacation shopping, mail orders, and addressing envelopes. Included are 24 master lessons, each guaranteed to make 250 copies. Warren's Educational Supplies. No. 852. $7.95.

Basic Skills in Using Money. E. R. Young. Lessons are printed on spirit masters for use with special education students. One in a series of six, this book covers coins and their values, coin combinations, exact fare, coin telephones, vending machines, the dollar and other bills, writing dollars and cents, adding money amounts, and making change. Included are 24 master lessons, each guaranteed to make 250 copies. Warren's Educational Supplies. $7.95.

Be Informed on Banking (Unit 10). The unit contains sections on the following topics: What is a bank, bank services, your checking account, reconciling your bank statement, and saving through banking. Each section is followed by a self testing review exercise and answer key. New Readers Press. $.75.

Be Informed on Buying an Auto (Unit 2). The unit contains sections on the following topics: The cost of transportation, whether to buy a new car or used car, buying a new car, buying a used car, and financing an auto. Each section is followed by a self testing review and answer key. New Readers Press. $.75.

Be Informed on Money (Unit 16). The unit contains sections on the following topics: The need for money, how money is made, our country's economy, how to save money, and how to spend money wisely. Each section contains self testing review questions and an answer key. New Readers Press. $.75.

Be Informed on Personal Credit (Unit 1). The unit contains sections on the following topics: introduction to credit, shopping for credit, installment credit, credit ratings, and learning to live with credit. Each section is followed by a self testing review and answer key. New Readers Press. $.75.

Be Informed on Social Security and Personal Insurance (Unit 5). The unit consists of the following parts: Family financial security, social security and life insurance, disability insurance, health insurance protection, and retirement income. Each section contains a self testing review and answer key. New Readers Press. $.75.

Be Informed on Taxes (Unit 9). The unit contains sections on the following topics: Introduction to taxes, how taxes are collected, where your tax dollars go, records for your federal income tax, and filing form 1040A. Each section is followed by a self testing reviews and answer key. New Readers Press. $.75.

Be Informed on Wise Buyings (Unit 14). The unit contains sections on the following topics: Tips for wise buying, buying food, buying clothes, buying furniture, and buying appliances. Each section is followed by a self testing review and answer key. New Readers Press. $.75.

Budgeting. Covered are such topics as managing the weekly paycheck, making budgets, understanding how budgets can help in buying both necessities and luxuries, and a programed series for money management. Interpretive Education. $119.00 (Individual workbooks, $2.25 each).

Budgeting Series. The student explores why it is wise to budget, how is go about budgeting, and what a budget, as a tool, can do for him personally. The budgeting series is a multimedia program which has built-in repetition, presented in high interest, low vocabulary fashion. Student workbooks follow the programed filmstrips with various activities expected of the student, such as using motor skills, following directions, and arithmetic and study quizzes. The series contains 5 full color filmstrips, 5 audiocassette/slides, 20 student workbooks, 1 teacher's manual. Interpretive Education. $119.00 (Individual workbooks, $2.25).

Coin Puzzles. Designed as an independent, individual study device for learning money, the puzzles may also be used as a high interest matching game by small groups. These self correcting puzzles picture coins of five different values and money combinations ranging from 1¢ to $2.00. The puzzles consist of 25 double sided cards (3 x 4¾ inch), each jigsaw cut into two pieces which are to be fitted together exactly in order to complete the puzzle. The series, graduated as to difficulty and self correcting by the different cut for each card, is printed in color on heavy board and boxed with instructions. Developmental Learning Materials. No. 340. $4.75.

The Calcumate. D. E. Robie. This mechanical device systematically programs borrowing (regrouping) in subtraction. It is designed to help students acquire the borrowing process in working two-digit subtraction problems. It is meant to be used with children who are encountering borrowing for the first time or with children who have had limited success in learning to borrow when working subtraction problems. H & H Enterprises, Inc. $3.50 (20% discount for orders of 10 or more).

DLM's Money Game. The student learns the identification of coins and the relationship of these coins to amounts of money. The game consists of a 15" x 12" playing board on which is printed a trail of 24 various amounts of money, as well as some special spaces for advance and retreat purposes. The student draws a card showing the picture of a coin and moves one of the colored markers to the nearest space containing the amount equivalent to the coin card he had drawn. The winner is the first player who makes it all the way to the bank. Enclosed with the game is a separate coin clue board which shows photos, names, and amount of each coin. Developmental Learning Materials. No. 277. $4.50.

Prevocational Education and Guidance. For intermediate/junior high/high school/adult classes, the program consists of 80 filmstrips and 35 student manuals. It is a vocationally oriented guidance course. The adult basic education exercises are designed to improve reading comprehension, grammar, communication skills, and functional math. The first 34 titles, 2000 through 2033, are placed in sequential order. However, any individual filmstrip may be used independently. Each study unit is divided into three parts. Part A consists of a motivational filmstrip story based on real life situations. Part A shows the need to develop the particular concepts stressed in the lesson. Part B is a skill filmstrip based on the content of the story filmstrip. Included in Part B are reading, writing, and functional math problems arising from the situations found within the story. Multiple choice questions are featured in programed sequence to encourage learning and assure progress. Part C is a programed student self study manual giving additional practice and skill in the problems and concepts developed in Parts A and B. The kits included are: Housing, Community, Transportation; Finding Work: How One Goes about It, What to Expect; Keeping a Job: Attitudes, Work, People; Handling Finances: Budgeting, Buying, Saving; Daily Problems: Family, Health, Money, Legal; and Helping Oneself: Planning, School, Human Relationships. The complete program contains 34 complete study units, 2000 through 2033 (filmstrip A, filmstrip B, 15 learning manuals—C, 1 pad of 50 self scoring sheets and answer keys in each study unit) priced at $833.00; 5 teacher's manuals furnished with the complete program; 12 filmstrips, 2034A and 2034B through 2039A and 2039B career development series priced at $132.00; 15 self analysis manuals priced at $15.00. The complete program costs $980.00. Individual filmstrips, $11.00; learning manuals, $.25; self scoring pads (50 sheets per pad), $1.20; 1 set answer keys (10), $1.00; Teacher's manual, $1.50; and individual study units, $24.50. Educational Projections Corp.

Everyday Business. Written specifically for the slow learning student or adult, with high interest, low reading vocabulary level, this workbook includes five sections: Banking, Buying, Budgeting, Federal Income Tax, and Insurance. True and false tests are included for each section. Lawson Book Co. $1.50 for 10 or more copies, $1.75 for a single copy.

Exact Change Game. A game with replicas of United States coins teaches children money recognition, counting, and making change. It can be played on three levels of difficulty. The game is available in an individual kit and a classroom kit consisting of two complete sets and a set of large demonstration coins. Math Shop. No. 340. $4.75.

Getting Ready for Pay Day. M. W. Hudson & A. A. Weaver. Included is a set of three papercovered books. Book 1, *Checking Accounts,* includes sections on: How I Make My Money, What Is a Bank, Opening a Checking Account, Writing Checks, Keeping a Record, and Endorsing a Check. Book 2, *Savings Accounts,* has information concerning: Spending My Money, Opening a Savings Account, Making a Deposit, Taking Money Out of My Account, Finding a Total of My Savings, and Letting My Money Work for Me. Book 3, *Planning Ahead,* sections include: Pay Day, My Budget, The Easy Way to Plan, Taking Care of My Needs, and Making Out a Budget. Frank E. Richards Publishing. Book 1, No. 126. Book 2, No. 127. Book 3, No. 128. $1.00 each.

Going Places and Spending Money. This activity oriented duplicating master book involves moving nickels, dimes, pennies, and quarters, and matching coins to names and coins to their value. It also introduces the half dollar and the dollar. The book includes approximately 20 perforated masters, a statement of purpose, objectives, and suggestions for use. Instructo Corp. No. 2070. $3.95.

Knowing How to Budget and Buy. H. M. Bohlman & E. M. Bohlman. This 48 page book covers such topics as how people spend their income, budgeting, knowing how to buy, scanning for future purchases, fluctuating prices, how consumers can help themselves, private agencies that help consumers, and how the government protects consumers. It is suitable for reading levels 7-9. A teacher's guide covers the four book series. Follett Publishing Co. No. 2154. $1.29 (teacher's guide, $1.29).

Making the Most of Your Money. Paula Kruger. Practical ideas for intelligent financial planning are presented, and methods for detecting the most frequently encountered pitfalls are discussed. Each filmstrip in the series covers two separate topics and is illustrated with up to date color photography and artwork. The five filmstrips include: managing money, the importance of saving, buying a used car, contracts, and budget dating. Educational Activities, Inc. Five full color filmstrips, 5 cassettes, and the guide cost $69.00.

Measuring Up! C. H. Kahn, S. K. Herring, & R. Tong. Written to introduce special education students to the subject of linear measurement, the material is presented step by step to lead the student through a series of questions and experiences. Illustrations classify concepts with exercises to practice skills. Fearon Publishers. $1.65 (includes teacher's manual).

Money. A filmstrip, cassette, and transparency unit designed to convey the story of the development of money and how money should be handled. Filmstrip and cassette titles are, "How Money is Used" and "How to Handle Money." Transparency titles are "Using Money," "Taking Care of Your Money," and "How Much?" The unit is designed for K-3. Educational Projections. No. PG-87. $33.90.

Money Handling. This program is designed to give the student an awareness of money, change, and the way to make change. It is a basic program to help develop the money handling skills of the student. The program consists of 1 full color filmstrip, 1 recorded cassette, and 1 teacher's manual. Interpretive Education. $14.95.

Money Handling—How to Make Change. A money handling program which gives the student an awareness of money, change, and the way to make change. Included are 1 filmstrip, 1 cassette, and 1 teacher's manual. Interpretive Education. $18.95.

Money Makes Sense. A text-workbook that teaches the principles of arithmetic through the use of money while the child is learning to add and subtract. Everyday problems built around the use of United States coins (reproduced in actual size) and paper money are designed to hold the student's interest and encourage him to learn. Some of the subjects included are recognizing coins, the relative values of coins, and figuring change correctly. It is intended for reading level 2-8. Fearon Publishers. $2.00.

The Money You Spend. R. H. Turner. A 48 page student workbook providing lessons in budgeting and banking money, buying wisely, getting a part time job, expenses on a date, the advantages of staying in school, and the security money brings. It is suitable for reading levels 4-6. A teacher's guide covers the six book series. Follett Publishing Co. No. 0532. $1.20 (teacher's guide, $1.65).

Shopping Lists Game. This game is designed to give the student firsthand experience in adding and subtracting money through the use of coins and bills. He also learns the counting and making of change as well as some of the intricacies of selecting, budgeting, and paying for desired merchandise. In addition to a knowledge of money, the Shopping List Game promotes the acquisition of alphabetizing skills and skills in language, reading, and association. Instructions for playing the game and suggestions for supplemental activities are included. Developmental Learning Materials. No. 321. $6.75.

Taxes, Saving Your Money, and Making a Budget. Three filmstrips are designed to convey an insight into banking, saving, and taxes. Titles include "Taxes" (R-345), "Saving Your Money" (R-346), and "Making a Budget" (R-348). These are intended for primary and intermediate reading levels. Educational Projections Corp. $6.00 each.

Teacher's Flannel Board Money Kit. This kit for learning about money contains a large assortment of cutouts of coins, bills, numeral signs, things to buy, and coin names and also includes a bank. J. A. Preston Corp. No. PEC 1025A. $5.60.

Using Dollars and Sense. Some of the subjects include buying groceries, buying at sales, figuring salary for a job, saving to buy a car, buying clothes, figuring a family budget, opening a savings account, paying personal and household bills, and keeping a checking account. This is designed for reading level 3-6. Fearon Publishers. $2.00.

The Using Money Series. J. D. Wool. This series of four workbooks deals with practical money concepts, skills, and management. Book 1, *Counting My Money,* contains Recognition of Coins, Relative Value, Comparing and Writing Amounts of Money, Totaling Groups of Coins, and other topics. Book 2, *Making My Money Count,* contains Coin Problems, Making Change, Adding Your Purchases, Counting Change from Bills, Buying School Supplies, Choosing the Correct Change, and other topics. Book 3, *Buying Power,* contains Buying Food, Buying Household Goods, Buying Clothes, Comparing Prices, Figuring the Cost of Tools, Your Allowance, and other topics. Book 4, *Earning, Spending, and Saving,* contains Working Part Time, Spending My Money, Your Wage Deductions, Saving Your Money, Planning Your Spending, Banking Services, and other topics. Frank E. Richards Publishing Co., Inc. Book 1, No. 171. Book 2, No. 172. Book 3, No. 173. Book 4, No. 174. $1.35 each.

Using the Bank. This 11 minute film explains the various services and functions of a bank. Some of these functions are how a savings account works, how a bank lends money, and how a checking account functions. DeKalb County Film Catalog.

You and Your Money. D. Goble. Worktext (self contained, consumable) with readings and exercises tests vocabulary and comprehension of buymanship and money management. Steck-Vaughn Co. No. 0187-3. $.96 each.

You and Your Money. The adult oriented reading material and instructional exercises of this worktext provide information and practice in consumer buying and money management. Vocabulary is on the third or fourth grade level. Teacher's manual includes answer key. Steck-Vaughn Co. $1.56.

2. Selecting, Managing, and Maintaining a Home

Be Informed on Buying a House (Unit 4). The unit contains sections on the following topics: Should you buy a house, what to look for, buying, mortgaging and financing a home, maintaining your home, long range housing costs. Each section contains a self testing review and answer key. New Readers Press. $.75.

Be Informed on Renting a House (Unit 6). Subject matter is matched to the immediate felt needs of the adult or teenage student with low reading skills (reading level 3.3). Each unit contains information and discussion of a subject of interest to the student, plus self testing review exercises and answer keys. Topics include meeting housing costs, getting help with your housing, tenant rights and responsibilities, you and community improvement, and meeting your future housing needs. New Readers Press. $.75 (teacher's guide free).

Do It Yourself. D. Arnold & K. L. Posey. The manual describes the use and care of simple tools and materials commonly found in the home and some projects and activities involving the same. Frank E. Richards Publishing Co., Inc. No. 187. Paper cover, $1.35.

Getting Ready to Cook. A. A. Weaver. Included is basic information about equipping a kitchen, reading recipes, measuring ingredients, using a stove, kitchen health and safety, setting a table and serving meals, and keeping the kitchen clean. Fearon Publishers. $2.36.

The Happy Housekeepers. H. Prevo. The experiences of two girls employed as homemaker assistants are followed in this reading workbook. The narrative action of each chapter is followed by questions and activities to promote understanding of various management procedures such as laundering, entertaining, child care, menu planning, and work skills. Frank E. Richards Publishing Co. 49 pp. No. 142. $.50.

House Helps. B. Avery. Stories are presented about two girls helping their mother around the house. Later Ann gets a job doing housework. Only three or four new words are introduced with each lesson. California Literacy, Inc. 24 pp. $.50.

Househunt. All the problems, alternatives, and decisions of real life househunting are included in this dynamic and fast paced educational game which simulates the real life dilemmas faced by consumers. The development of value clarification and decision making skills is promoted. Changing Times Education Serv. $8.95.

Housekeeping Directions—A Simplified Guide. This is a simplified guide on how to keep a house clean. Each task is tested with frequency, materials, procedure, and direction for performance. The Soap and Detergent Assn. Illustrated. 62 pp. Free.

How to Do—Furnish a House, Decorate a House. For use in media centers, libraries' information retrieval systems, and general classroom use, each cassette program is structured in simple, easy to understand terms so that students of almost any age will be able to make use of the information. Each cassette contains two 15 minute programs. EPS, Inc. No. 828. $4.90.

Planning for Your Own Apartment. V. S. Belina. Topics included are how to find a suitable apartment, problems to look out for, leases and rental agreements, furnished and unfurnished apartments, budgeting income, essential furniture and appliances, cash vs. credit buying, decorating, and so forth, with a strong consumer slant. Fearon Publishers, Inc. $3.00.

Planning Meals and Shopping. A. A. Weaver. In simple steps, students learn how to plan meals, budget food money, prepare shopping lists, compare food stores, shop wisely, and store food. Fearon Publishers. $2.36.

What's in the Tool Box? This workshop book covers understanding and learning to use tools in the classroom. Mafex Associates. $2.95.

What Is Electricity? E. L. Corcoran & R. Pavaka. A manual includes information about Source of Energy, Uses of Electricity, Some Electrical Experiments, and Practical Electrical Repairs. Frank E. Richards Publishing Co., Inc. No. 177. Paper cover, $.85.

3. Caring for Personal Needs

Be Informed on Drugs. Fifteen lessons contain information about what drugs do, why people use them, what to do in a drug emergency, and what can be done about other drug problems. This is geared for level 4-5. New Readers Press. $.75.

Can You Give First Aid? F. M. Bontrager. This easy handbook (reading level 3-4) helps new readers understand this important subject—and keeps the information handy when they need it. Chapters discuss what to do before the doctor comes, the first aid box, shock, bleeding, when breathing stops, broken bones, burns, bites, and poisons. New Readers Press. $.50.

Dental Health Stories. Jean Wood. Designed for K-3, a fantasy approach sparks young children's interest in the importance of taking care of their teeth. Vivid visuals and narrative explain why teeth decay, what filling does, why cleaning is important, the role of nutrition, and other aspects of dental hygiene. New Readers Press. No. FSR 243 (2 full color filmstrips, 2 records, slide), $24.95; No. FSC 423 (2 full color filmstrips, 2 cassettes, guide), $26.95.

Drugs, Poisons, and Little Children. Ann Edson, Arnold Lurie, & A. S. Harris, Jr. "Only Sick People Need Drugs"—This program is designed to provide an introduction to the place of medicine and drugs in young children's lives. Poisons are brought in to reinforce the concept that to ingest, sniff, or taste an unknown substance can be deadly. The objective is to teach children at an early age that only sick people need drugs and that to take unknown substances may be harmful. Teacher's guide includes discussion techniques and ideas as well as followup activities to reinforce the concepts presented. The program is designed for grades K-3. Educational Activities. No. FSR 418 (full color filmstrip, record, guide), $12.95; No. FSC 418 (full color filmstrip, cassette, guide), $13.95.

Eye and Ear Care. Jean Wood. This whimsical story line is designed to impress young people with the importance of proper care of their ears and eyes. They are reminded of the unique nature of these organs and what they can do to protect them. It is geared for grades 1-4. Educational Activities. No. FSR 445 (2 full color filmstrips, 2 records, guide), $24.95; No. FSC 445 (2 full color filmstrips, 2 cassettes, guide). $26.95.

Facts About Sex—A Basic Guide. This brief guide to sex education, including definitions of "gutter language" terms, is written for retarded teenagers at a reading level of 6.0. John Day Co. $3.95.

Facts About Sex for Today's Youth. Revised Edition. S. Gordon. This 48 page book written for adolescents with special learning problems presents the physical facts of life in a simple manner. Written to include slang terms familiar to youth, it contains illustrations and list of references. It is designed for a sixth grade reading and comprehension level. Intext. $4.50 cloth, $1.90 paper.

Facts about V.D. for Today's Youth. Sol Gordon. This 48 page book recommended for use in sex education in grades 7-12 was written for use by adolescents with special learning problems. Intext. $4.50 cloth, $1.90 paper.

Female Self-Care Series. This step by step program is devoted entirely to the area of personal appearance and personal grooming. The titles of the filmstrips in this series are "Hair Care," "Make-up," "Better Dress," "Nail Care," and "Your Teeth." The program contains full color filmstrips, 5 audiocassette/slides, teacher's manual. Interpretive. $74.00.

Food Is More Than Just Something to Eat. This illustrated pamphlet with large type, designed to aid people in selecting food wisely for fulfilling nutritional needs, includes source, use, and general nutrient requirements as well as requirements for various ages and conditions. US Departments of Agriculture and Health, Education, and Welfare. Free.

Good Grooming for Teenagers. A. E. Breed. This workbook is written for special students to create awareness of and responsibility for personal appearance. Chapters are entitled Good Posture, Good Grooming for Girls, Good Grooming for Boys, and Taking Care of the Skin. Burgess Publishing Co. $3.25.

Graded Physical Fitness Exercises for Boys. Included are 12 fully orchestrated tunes in a variety of tempos, 12 coordinated exercises from warm-ups to vigorous activity for the gymnasium, classroom, or the playground, and a complete accompanying exercise manual. It is intended for grade levels elementary-college. Educational Activities, Inc. No. K3010 Girls LP record and manual, $8.50.

Graded Physical Fitness Exercises for Girls. For a description of this item see directly above. Educational Activities, Inc. No. K3010 Girls LP record and manual, $8.50.

Health Filmstrips. "We Learn About Our Body" (R-207) develops an analogy between human physiology and machinery. "We Need to Be Healthy" (R-217) and "We Do Our Exercises" (R-227) explain the healthful benefits of proper exercise and good eating habits. These are geared for grades 2-5. Educational Projections. $6.00 each.

Health and Safety. Children face personal problems regarding health, safety, and the responsibility for their own actions. This series of filmstrips is based on preventative actions and how others help us to keep safe and healthy. Each film lesson has a cassette tape and may be used for classroom instruction as well as for individually prescribed assignments or independent study. Titles include "A Visit to the Doctor," "A Visit to the Dentist," "Let's Take Care of Ourselves," "School, Health and You," and "Spreading a Cold in School." These are designed for K-3. Educational Projections Corp. A Visit to the Doctor, No. FS R-135, Tape R-135T; A Visit to the Dentist, No. FS R-136, Tape R-136T; Let's Take Care of Ourselves, No. RS R-137, Tape R-137T; School, Health and You, No. FS R-138, Tape R-138T; Spreading a Cold in School, No. FS R-139, Tape R-139T. Tapes and skill sheets, $7.95. Teacher's manual, $1.50. Spirit masters for tapes, $1.50.

Health and Safety Highlights Kit. This kit of 12 full color photo charts (18½" x 15") focuses on: "Clothes and Weather," "Learning About the Body," "A Pretend House," "Crossing Streets Safely," "The Dentist," "Washing Hands," "Getting Weighed and Measured," "Learning About Foods," "The Doctor," "Covering Coughs," and "Sneezes." Teaching tips are printed on the reverse side of each chart plus a message for parents which may be duplicated and sent home with each child. Also included in the kit are a 10" LP record of sing along health and safety songs and a teacher resource book. It is designed for beginning elementary levels. Scott Foresman & Co. No. 01899-7 70. $11.10.

Male Self-Care Series. Designed to meet the needs of adolescent young men at a time when personal appearance and grooming is becoming ever more important, the Male Self-Care Series shows a young man how he can best obtain good grooming habits with the least amount of time and money. The titles of filmstrips include "You," "Care of the Skin," "Care of the Teeth," "Nail Care," and "Care of the Hair." The Self-Care Series was developed for secondary level students; no reading is required in this multimedia approach. The kit contains full color filmstrips, 5 audiocassette/slides, teacher's manual. Interpretive Education. $74.00.

Practical Drug Series. This series acquaints the student with the theme of medicines and their use, roles of a pharmacy and a pharmacist, and ways they can help. Important points covered in this multimedia approach are prescription and over the counter medicines, their care, selection, and use; the importance of following directions; and the possible consequences and dangers of using drugs and medicines haphazardly. It is a high interest, low vocabulary program with practical orientation. The series contains 5 full color filmstrips, 5 audiocassette/slides, 1 teacher's manual. Interpretive Education. $74.00.

Mr. Ready Health—P. E. Readiness. This series provides a program of health and physical education exercises for young students. Each of 12 cassettes contains two 15 minute lessons. The initial lesson on listening to and following directions is followed by activities and lessons on good health habits, manners, responsibility, safety, and food and nutrition. Sensory modalities are tested and developed with lessons on auditory, visual, tactile, and spatial perception. The cassette directed exercises include relaxing, sitting, standing, rhythm, marching, coordination, deep breathing, and rainy day activities. Educational Projections. No. 0004. $60.00.

Nutrition for Little Children. Ann Edson. This program is directed toward developing positive attitudes toward food, accepting a variety of foods, realizing that people eat in many different ways, and beginning to understand the relationship of food to health and growth. The teacher's guide includes behavioral objectives, discussion techniques, and specific followup activities to reinforce the learning objectives. Educational Activities. No FSR 436 (full color filmstrip, record, guide), $12.95; No. FSC 436 (full color filmstrip, cassette, guide), $13.95.

Nutrition for You. A. Luri. This program is directed toward helping the student discover how food is related to health and growth, and to understand the criteria for selecting food. It also provides the opportunity for the student to develop a concept of the food people throughout this country and the world eat as an integral part of their physical and sociocultural environment. This is geared for grades 3-8. Educational Activities. No. FSR-423 (2 full color filmstrips, 2 records, guide), $24.95; No. FSC-426 (2 full color filmstrips, 2 cassettes, guide), $26.95.

Plans for Living: Your Guide to Health and Safety. M. W. Hudson & A. A. Weaver. A student guide for developing physical and emotional wellbeing stresses both the responsibilities and privileges of growing up and considers nutrition, personal cleanliness, exercise and rest, disease, accident prevention, and a healthy emotional outlook. Fearon Publishers, Inc. $2.36.

Practical Drug Series. The series acquaints the student with the theme of medicines and their use, what a pharmacy and a pharmacist are, and how they can help you. Important points covered in this multimedia approach are prescription and over the counter medicines—their care, selection, and use, the importance of following directions, and the possible consequences and dangers of using drugs and medicines haphazardly. This is a high interest, low vocabulary program with practical orientation. The series contains 5 full color filmstrips, 5 audiocassette/slides, 1 teacher's manual. Interpretive Education. $74.00.

Project MORE . . . Daily Living Skills Programs. "Hair Rolling." A complete and systematic program course guides the teacher in teaching an adolescent retarded girl to become self sufficient in this vital grooming skill. The course requires a 30 minute session per day over a 4 to 6 week period. Hubbard Scientific. $7.50.

Project MORE . . . Daily Living Skills Programs. "Toothbrushing." A complete and systematic approach teaches the simple skill of toothbrushing, including the essential teaching strategy and student progress records. Hubbard Scientific. $5.00.

The Story of Human Life (No. 1). This program presents the story of human life and the life cycle. Children learn the way humans grow, their individual differences, the differences between boys and girls, the basic facts of reproduction, and how babies are born. The teacher's manual contains background information, pre- and post-viewing activities, questions, lesson unit plans, and bibliography. The program is for grades 4-6. Educational Activities. No. FSR 406 (full color filmstrip, record, guide), $12.95; No. FSC 406 (full color filmstrip, cassette, guide), $13.95.

A Visit to the Doctor. P. Almenoff. Color photography filmstrips take the youngster through a physician's office and a typical physical examination. The physical surroundings, the instruments used, the people involved, and the reasons for the doctor's actions are all explained honestly. The narration is simple, explanatory, and interesting. The kit contains 2 full color filmstrips, 2 records, and guide or 2 full color filmstrips, 2 cassettes, and guide. Educational Activities. No. FSR 446, $24.95; No. FSC 446, $26.95.

4. Raising Children and Enriching Family Living

Be Informed on Marriage. M. Phillips. The unit consists of the following five parts: are you ready to marry; planning for marriage; planning your family; making your marriage last; if a marriage doesn't work. The publisher claims it is "free of scientific or moralistic encumbrance and capable of easy classroom acceptance." Format is an 8½" x 11" page 3 hole punched for easy insertion into a binder. 40 pp. New Readers Press. $.75.

Better Living. A Lawson Series Workbook. Examples of "Better Living" situations are illustrated in story form. Three sections include "Morals and Virtues," "Marriage," and "Parenthood," as well as tests and activities. Written specifically for slow learning students or adults, the material is presented in a clear, concise manner, retaining a high interest-low reading vocabulary level. Lawson Book Co. 10 or more copies, $1.50 each; single copy, $1.75.

Danger. Filmstrip program alerts students to the dangers in the streets and in their homes—from plastic bags to medicine bottles, from matches to sharp objects, from electrical outlets to odd characters. Educational Activities Inc. No. KDI 100 (full color filmstrips, record, guide), $19.95.

Family Life. Helen R. Prevo. The set contains two social adjustment textbooks prepared for use with EMR students in their last year or years in school. Book 1 partial contents include "Wedding Bells," "Finding an Apartment," "Buying Furniture," "Budgeting," "An Accident," "Out of Work," "Adult Education," "Vacation," "Neighbors," "Bringing Up the Children," and "Review of New Words." Book 2 partial contents include "Allowances," "The Wallet," "Baby Sitting," "Temper," "Insurance," "Going Places," "Going Steady," "A New Job," "Late Every Night," "Advice," "Working at Home," and "Happy Anniversary." Both Book 1 and Book 2 have extensive workbook materials available with them. Frank E. Richards Publishing Co., Inc. Book 1, No. 110, $2.00; Workbook No. 111 for Book 1, $1.25. Book 2, No. 112, $2.00; Workbook No. 113 for Book 2, $1.25.

Health, Safety, and Sanitation—Family Development Series. S. Udvari & J. Laible. This book contains pictures and exercises to teach first aid, home safety, recognizing signs of illness, and home sanitation. It can be used for junior high or senior high students or adult basic education with a reading level of 4-6. 96 pp. Steck-Vaughn Co. No. 0324-4, $1.44.

How To Do. Each 15 minute program in this cassette series is structured in simple, easy to understand terms, designed so that students of almost any age will be able to make use of it. Titles include "Select a Hospital" and "Select a Doctor" (No. 815), "Care for Children" and "Care for the Elderly (No. 816), "Select a Pediatrician" and "Plan Your Family" (No. 817), "Care for Pets" and "Buy Pets" (No. 823), "Furnish a House" and "Decorate House" (No. 828), "Be Good Parents" and "Be Understanding Parents" (No. 844), "Select a Physician" and Select an Optometrist" (No. 844). EPS, Inc. $4.90 each cassette.

How We Are Born. J. May. With clear and factual answers to children's many questions about sex and reproduction it helps clarify for the child what it means to be a man or a woman and to be a family member. It is geared for grade level 4-6. Follett Publishing Co. $3.90; annotated teacher's edition, $5.13; charts and teacher's guide for charts, $20.19; kit (30 books, 1 ATE, 30 parent folders), $121.20.

In Your Family. M. W. Hudson & A. A. Weaver. This text-workbook is one of five in "The Young American Series." Short stories included are followed by exercises to stimulate individual thinking and provide a basis for class discussion. Various family situations are considered with an attempt to identify roles, responsibilities, and needs of members. Included is a teacher's manual. The set is written for reading level 2-7. Fearon Publishers. $.90.

Planning Your Family. M. Phillips. Encouraging the reader to begin thinking about family planning before marriage, the text describes both prescription and over the counter contraceptives, and calls attention to the drawbacks of other methods of birth control. 16 pp. New Readers Press. $.28.

Safe and Sound. A Lawson Series Workbook. Included are five sections—"Planned Parenthood," "Prenatal Care," "Baby Care," "Accident Prevention," and "First Aid"—and tests and activities. It is written especially for slow learning students or adults with high interest-low vocabulary material. Lawson Book. 10 or more copies, $1.50; single copy, $1.75.

Safety at Home. This 15 minute cassette is aimed at children in grades 1-3, where accident rates are highest. EPS, Inc. $4.90 each.

The Story of Human Life. No. 2. This is designed for grades 7-10. Some topics include the exciting story of human development physiologically and emotionally; the growth of a baby into a child, preadolescent, and adult; the reproductive systems in male and female; reproduction and birth—mating, fertilization, conception, cell division,fetal development and birth. The simple, accurate, direct, and sensitive treatment for boys and girls in junior and senior high uses correct scientific terminology. The teacher's manual contains background information, pre and postviewing activities, questions, lesson unit plans and bibliography. Educational Activities, Inc. FSR 403 (2 full color filmstrips, record guide), $15.95; FSC 403 (2 full color filmstrips, cassette, guide), $16.95.

Understanding Changes in the Family. This group is designed to provide children with information about families and with opportunities to handle emotions related to family living. Included are 5 filmstrips, 5 cassettes, and 2 discussion groups for grade level K-3. Guidance Associates. $67.05.

5. Buying and Preparing Food

Be Informed on Nutrition (Unit 18). The unit contains 12 different sections covering various topics pertaining to nutrition. At the end of the unit is a self testing review exercise and an answer key. New Readers. $.75.

Basic Skills in Shopping. E. R. Young. Lessons are printed on spirit masters for use with special education students. One in a series of six, this book covers: the supermarket, estimating weights and measures, change, sales tax, newspaper ads, vacation shopping, mail orders, and addressing envelopes. Included are 24 master lessons, each guaranteed to make 250 copies. These are geared for a reading level of EMR. Warren's Educational Supplies. No. 852. $7.95.

Betty Crocker's New Boys and Girls Cookbook. Included are simple, easy to follow directions for preparing different recipes and instructions on terms, utensils, measuring, safety, table setting, and manners; recipes for beverages, breads and sandwiches, salads and vegetables, meats and main dishes, desserts, snacks, special occasions, and outdoor cookery. Golden Press. 156 pp. $2.95.

Food Groups. Ready-Made Early Education Bulletin Board Aids. Four basic food groups are displayed in a fresh, appealing manner designed to captivate the attention of young learners. Figures measure 27" high. Dick Blick Co. No. 2466000. $2.95.

Grocery Bills, Book 1. Provided are problems to be read aloud to learn the food words and bills to be copied so the student becomes acquainted with the word pictures. TQ Publishers. Text, $3.00; teacher's edition, $4.00.

The Homemaker's Guide. P. Caraber & B. Flint. Practical guidelines and exercises in homemaking are explained for secondary special education students with a reading level of EMR. Included are three units: Foods (50 pages of food and nutrition, care and use of appliances, safety and cleanliness in the kitchen, measurement, using recipes); Clothing (30 pages of grooming, fabrics, sewing by hand and machine); Home Management (12 pages of housecleaning, safety). Teacher/Education Center. $1.85.

Modern Home Economics. "Home Management" cassette unit. Titles include: "How to Buy Fresh Fruits" (505-1), "How to Buy Canned and Frozen Food" (505-2), "How to Buy Meat for Your Freezer" (505-3), "Budgeting for the Family" (505-4), "How to Buy Fresh Vegetables" (505-5), and "Labor Saving Hints for the Homemaker" (505-6). The cassette is designed for junior high, senior high, and adult education. Classroom World Publishing, Inc. Unit price, $37.00; individual cassettes, $6.50 each.

Planning Meals and Shopping. A. A. Weaver. Students learn how to plan economical, nourishing meals; budget money for food purchases; prepare shopping lists; compare food stores; shop wisely; and store food. This is written for a reading level of 2.5. Fearon Publishers. $1.40.

Planning, Preparing, and Serving Food. M. Wiinamaki. Text-workbook concerning units on planning, preparing, and serving food is intended to provide the home economics teacher with materials for educable mentally retarded students in an integrated class of various reading abilities. SEIMC, Cooperative Educational Service Agency No. 5. $3.00 (teacher's manual, free).

A Special Picture Cookbook. F. R. Steed. The recipes are separated into well defined steps which keep students from becoming lost or confused during the food preparation process. Standard symbols are used throughout. Full, one-half, one-third, and one-fourth measures are different colors. Each recipe includes an illustrated listing of ingredients at its beginning, and cooking steps such as mixing, cutting, and using the stove are also illustrated in this step by step manual intended to help retarded students learn to prepare a few basic food items. Edmark Associates. No. 382. $6.25.

Sue (Learns about measurement). C. Shenk. Sue is a self paced learning package developed for teaching homemaking and measurement for the educable mentally retarded student. Frank E. Richards Publishing Co., Inc. No. 162, $1.85; teacher's edition No. 163, $1.00.

We Are What We Eat. H. T. Spitze & P. H. Rotz. Designed especially for adults (with a grade 3-4 reading level), the worktext provides informative reading material and instructional exercises about meal planning, the selection and preparation of good foods, and economical shopping habits. Teacher's Manual includes answer key, illustrated. Steck-Vaughn Co. No. 189-8. $1.14.

6. Buying and Caring for Clothing

Bulletin Board Cutouts. Good grooming. Six 27 inch youngsters illustrate good grooming tips in this visual approach with appeal for the student. Trend Enterprises. No. T-819. $2.95/set.

The Care We Give Our Clothes. Ways of getting maximum value from money spent in purchasing clothing are pointed out as well as helpful hints for determining efficient and effective shopping practices. This is designed especially for adult education on a reading level of 5-6. Steck-Vaughn Co. No. 3839-2. $1.56 each.

Clothing Care Series. A fundamental do-it-yourself program is geared to equip EMR students with the basic skills necessary to keep their clothing neat and clean. The program is developed on the premise that the students begin with no knowledge of the subject matter, and brings them through the use and operation of coin operated washers, dryers, and dry cleaning machines. Important points on washing, drying, and dry cleaning are covered thoroughly along with knowledge to aid students in the selection and identification of laundry products. The series has 5 full color filmstrips, 5 audiocassette/slides, and 1 teacher's manual. Interpretive Education. $74.00.

Dress Well for Little Money. Consumer Education Series. Booklets with programed learning format including illustrations cover buymanship and/or consumer protection. Correlated role play materials and administrative guidelines are contained in the group leader's Guide. Xerox Corp. 50 pp. $5.32/set of five; $1.08 for Group Leader's Guide.

The Homemaker's Guide. P. Caraher & B. Flint. Written by a home economics teacher and a special education teacher, this self contained workbook has practical guidelines for and exercises in homemaking for secondary special education students. Three units are included: Food and Nutrition, Clothing, and Home Management. Teacher/Education Center. 98 pp. $1.85.

Learning to Use a Sewing Machine. Designed for beginners for use with the Singer Touch and Sew sewing machine, the set includes 4 filmstrips, 2 records, and a teacher's guide. Singer-Society for Visual Education. $32.50.

Measure Up! C. H. Kahn, S. K. Herring, & R. Tong. Written on a reading level of 2.7 to introduce special education students to the subject of linear measurement, material is presented step by step leading the student through a series of questions and experiences. Illustrations clarify concepts with exercises to practice skills. Teacher's manual included. Fearon Publishers. $1.65.

My Learning to Sew Book. J. Barber. A collection of creative projects for boys and girls beginning to sew is presented. Several full size patterns are included for students to trace. Directions are clear and easy to follow with colorful pictures and sketches to illustrate procedures. Golden Press. $4.95.

New Fabrics, New Clothes and You. This book describes methods of determining the content of fabric and explains efficient ways of selecting and caring for clothing. Designed especially for adult education, it is written on a reading level of 5-6. Steck-Vaughn Co. No. 38737-6. $1.56 each.

You Wear It Well. M. Wiinamaki. Well illustrated textworkbook written for the educable mentally retarded student integrated into the regular home economics class. Nine lessons are contained within three units entitled "You," "Clothing and You," and "Sewing and You." Lessons and exercises relate to health, grooming, clothing care, fabric, and construction including the use of equipment, pattern selection, and sewing techniques. The set has been field tested by home economics and special education teachers. SEIMC, Cooperative Educational Service Agency No. 5. $3.00.

7. Engaging in Civic Activities

The American Way of Life. This socioeconomic program is designed to acquaint primary grade students with what the basic democratic principles, on which our country was founded, are all about and what these principles mean to them. Titles include: "Our Basic Need for Laws" (Part 1) No. P2-103; "Our Laws Mean Responsibilities As Well As Privileges" (Part 1), No. P2-104; "Our Freedom of Religion" (Part 1), No. P2-213; "Our Freedom of Speech" (Part 1), No. P2-214; "Our Freedom of the Press" (Part 1), No. P2-215; "Our Right to Trial by Jury" (Part 1), No. P2-216; "Our Freedom to Assemble" (Part 1), No. P3-325; "Our Protection Against Double Jeopardy" (Part 1), No. P3-326. Mafex Associates, Inc. Unit sound filmstrips, $105.00; captioned only, $64.00. Individual sound filmstrips, $13.50 each; captioned only, $6.50 each.

The American Way of Life. Unit B. No. 785. A filmstrip program for intermediate grades with cassette albums discusses our rights, responsibilities, citizenship, and freedom. Titles include: "Our Basic Need for Laws" (Part 2), No. 12-105; "How We Make Our Laws" (Part 2), No. 12-106; "Why We Obey and Support Our Laws" (Part 2), No. 12-107; "Our Laws Mean Responsibilities As Well As Privileges" (Part 2), No. 12-108; "Our Freedom of Religion" (Part 2), No. 12-217; "Our Freedon of Speech" (Part 2), No. 12-218; "Our Freedon of the Press" (Part 2), No. 12-219; "Our Right to Trial by Jury" (Part 2), No. 12-220; "Our Right to Petition" (Part 2), No. 12-329; "Our Freedon to Assemble" (Part 2), No. 12-327; "Our Protection Against Double Jeopardy" (Part 2), No. 12-328. Mafex Associates Inc. Unit sound filmstrips, $114.50; captioned only, $70.00. Individual sound filmstrips, $13.50 each; captioned only, $6.50 each.

The American Way of Life. Unit C. No. 786. A filmstrip program with cassette albums for upper elementary, junior high, senior high, and adult education discusses our rights, responsibilities, citizenship, and freedom. Titles include: "Our Basic Need for Laws" (Part 3), No. UG 2-109; "How We Make Our Laws" (Part 3), No. UG 2-110; "Why We Obey and Support Our Laws" (Part 3), No. UG 2-111; "Our Laws Mean Responsibilities As Well As Privileges" (Part 3), No. UG 2-112; "Our Freedom of Religion" (Part 3), No. UG 2-221. "Our Freedom of Speech" (Part 3), No. UG 2-222; "Our Right to Trial by Jury" (Part 3), No. UG 2-224; "Our Freedom to Assemble" (Part 3), No. UG 2-330; "Our Protection Against Double Jeopardy" (Part 3), No. UG 2-331; "Our Right to Petition" (Part 3), No. UG 2-332; "Our Protection Against Search" (Part 3), No. UG 2-333; "Our Right to Refuse to Testify Against Ourselves" (Part 3), No. UG 2-334; "Our Right to Private Property" (Part 3), No. UG 2-335; "We Often Disagree Even About Basic Rights" (Part 3), No. UG 2-336. Mafex Associates Inc. Unit sound filmstrips, $152.50; captioned only, $94.00. Individual sound filmstrips, $13.50 each; captioned only, $6.50 each.

Being an Informed Citizen. Family Development Series. This consumable book is designed for adult basic education and written on reading level 4-6. Steck-Vaughn Co. No. 0333-5. $1.44 each.

Color Me American. This Lawson Series workbook written specifically for the slow learning student or adult includes four sections: "United States Constitution," "The Branches of Government," "The Bill of Rights," and "What You Can Do for Your Country." Tests and activities are included. Lawson Book Co. Ten or more copies, $1.50; single copy, $1.75.

Good Citizenship. Poster cards show 15 situations designed to promote cooperative attitudes and encourage community concern. Full color illustrations show good citizenship activities in school. The set includes 15 question cards keyed to each activity and 30 illustrated 11¼" × 14" cards. Dick Blick Co. No. 2420700. $3.60 set.

How Our Government Helps Us. Combination of photos and drawings illustrate the subject matter. Summary demonstrates importance and implications of topic to society. Written to require little assistance. Reading level 3, Grade 1-5. Benefic Press. No. 054239. $1.80.

How To Register to Vote. Katie Baer. This explains the basic steps of how to register and cast a vote, and the various ways of voting and what happens to the votes. New Readers Press. $.35.

Issues in American Democracy WSI. J. Wagner & C. Wagner. Students gain insight into the difficulties and importance of maintaining fundamental American political values. Eight vivid episodes based on real life situations make the value operational and functional. The episodes encourage students to define issues, weigh alternative solutions for these issues, determine the grounds to defend or reject alternative points of view, and make decisions in light of carefully considered potential consequences. The series is geared for grade level 6-12. Kimbo Educational. $12.00/2 records, $17.50/2 cassettes.

Jury Duty. This two page cassette lesson teaches the important rules and regulations as well as the juror's duties. EPS, Inc. No. 9901. $5.00.

The Law for You. H. M. Bohlman & H. W. Bohlman. This 63 page book covers such topics as our courts, lawyers and legal aid, legal protection for citizen's rights, contracts and agreements, product liability, your automobile, marriage and the law, buying and owning a home, and death and your will. A teacher's guide covers the four book series which is suitable for reading levels 7-9. Follett Publishing Co. No. 2151. $1.29 (teacher's guide, $1.29).

Law: You, the Police, and Justice. True stories, plays, and fiction raise such questions as, "What must you do—as a citizen?" "How does law control driving to protect you?" "How should you protect yourself from a classmate who steals?" This is written for grade level 9-12. Scholastic Book Services. No. 4277, Law Anthology, $1.50; No. 113, Law Logbook, $.30; No. 4746, Law Poster Set, $3.75; No. 12002, Law Record, $5.25; No. 4609, Law Teaching Guide $3.00; No.6503, complete Law Unit, $60.00.

People and the City: You've Been Arrested. In this urban studies booklet two major questions—"Do you know what to do if you are arrested?" and "Do you know what your rights are if you are accused of a crime?"—are explored in three sections: "Constitutional Rights," "Changing Court Views," and "Juvenile Courts." Scott Foresman & Co. No. 03855-6/72. $.90 each.

My Country—The U.S.A. E. H. Smith & F. H. Lutz. Included are simple exercises and activities based on meaningful stories about our country and government. As students master the stories in this book, they will gain valuable information about our nation. Teacher's manual includes answer key. The illustrated book is designed for adult education on a reading level of grades 3-4. Steck-Vaughn, Co. No. 0188-x. $1.88.

Principles and Ideals of American Life. This uni-kit for grade level 4-9 introduces the basic principles and ideals that play important roles in shaping our American life. Through in-depth treatment of each topic, pupils gain a broader understanding of our democratic system and how it works. The kit contains 30 texts (6 of 5 titles) plus 5 filmstrips. Benefic Press. No. 055921, Unit-kit F. $120.00.

To Be a Good American. This series of four text-workbooks is designed to develop the student's potential for good citizenship. Book 1, "In Your Family," reading level, 3.3. Book 2, "In Your Community," reading level, 3.6. Book 3, "In Your State," reading level, 3.9. Book 4, "In Your Country," reading level, 3.9. Book 5, "Know Your Rights," reading level, 2.8. Fearon Publishers. $1.00 each.

8. Utilizing Recreation and Leisure

Action Moves and Music. A. Pollock. A series of multipurpose recordings for grades K-6 are designed to provide a classroom outlet for the student's natural physical energy, bring the child to a physical awareness of his body, establish a sense of rhythm through easy to do action moves, and promote physical coordination. Wilson Educational Recordings. No. H1-CT (4 cassettes),

$35.00; No. H1-R (4 records), $26.00; No. H1-T (8 tapes), $35.00.

Fitness Fun for Everyone. A. Jervey. All activities are set to simple, well-known melodies. Instructions are followed by song and action activities designed to develop legs, arms, shoulders, waist, abdomen, feet, and back. Most of the exercises can be done in limited space. A completely illustrated manual is provided. The album is designed for grades K-3. Educational Activities, Inc. No. HYP-R 24 (2 LP records, manual), $12.50; No. HYP-C 24 (cassette, manual), $13.50.

Holidays. These full color captioned filmstrips tell about some of the special days observed by family and school; among these are Christmas, birthday, school picnic, and family reunion. The set contains filmstrips with cassettes and transparencies for grade level K-3. Educational Projections Corp. No. PG-21 (Christmas set), $47.85; No. PG-22 (special days set), $31.90.

How To Do. Each cassette contains two 15 minute programs. Titles include: No. 806—Plan a Formal Party, Plan an Informal Party; No. 811—Plan a Vacation, Plan a Visit; No. 822—Enjoy Sports, Make Friends; No. 829—Enjoy Life, Enjoy a Hobby; No. 830—Plant a Garden, Plan a Garden. EPS, Inc. $4.90 each cassette.

How to Plan Your Recreation. A filmstrip program designed for intermediate, junior high, senior high, and adult education includes two filmstrips, 16 learning manuals, and self scoring answer keys. Educational Projections Corp. $22.50 unit price.

Let's Look at Sports Chart Series. Instructor Curriculum Materials. Ideal for reluctant readers, 24 sports are presented in all. Four sets, each with 36 informative charts (11½ × 16 inches) include, for each sport, a photochart in full color plus five other charts that describe each sport's history, playing facility, equipment, terms, action. The Instructor Publications, Inc. No. 451 (Set A—archery, field hockey, tennis, football, soccer, shuffleboard), $6.75; No. 452 (Set B—handball, basketball, badminton, gymnastics, bowling, ice skating), $6.75; No. 453 (Set C—skiing, swimming/diving, table tennis, volleyball, ice hockey), $6.75; No. 454 (Set D—softball, speedball, golf, baseball, track and field, lacross), $6.75.

Modern Body Conditioning. R. Franklin. Fitness exercises set to music are included for isolated parts of the body—arms, neck, back, thigh, etc., as well as coordinating activities for the entire body. Complete illustrated teacher's manual is available. The record is designed for grades 3-8. Educational Activities, Inc. No. KEA 1137 (LP record, manual), $8.95.

"Mr. Ready" Health—P.E. Readiness. This series provides a program of health and physical education exercises and activities for kindergarten and first grade pupils. Each cassette contains two 15 minute lessons. The complete set consists of 24 lessons, with 24 pupil lesson sheets. A range of cassette directed exercises is provided including relaxing, rhythm, sitting, standing, marching, coordination, deep breathing, and rainy day activities. EPS, Inc. No. 0004. $60.00.

Organizations for Children. These filmstrips for grade level 3-6 present requirements for membership in and illustrate activities of Cub Scouts, Brownies, Junior Red Cross, YMCA, YWCA, and 4-H Clubs. Educational Projections Corp. No. PG-27. $30.00.

Recreation and Leisure Time Series. This program is geared to the students of today. It explores areas of possible recreational activities in terms of expense, places to go, things to do, how to cut costs, how to utilize community facilities, and how to get there. The set contains 5 color filmstrips, 5 audiocassettes, 20 student workbooks, and 1 teacher's manual. Interpretive Education. $119.00 set; individual workbooks, $2.00 each.

Safety in Recreation. This 15 minute cassette lesson is aimed at the lower grades (1-3). EPS, Inc. $4.90.

Safety Rules. This set of 3 filmstrips and cassettes, and 2 transparencies designed for K-3 gives specific rules and general concepts of safety. Filmstrip titles include: "Safety While at Play," "Bicycle Safety," and "Swimming Safety." Transparency titles include: "Let's Avoid Accidents" and "Be Careful." Educational Projections Corp. No. PG-45, set $45.85.

Songs in Motion—Secondary Level. H. Colella & M. Truglio. Included are a variety of traditional folk songs and contemporary songs to meet the need for musical albums appropriate for the special child in adolescence. Some of the songs are sing along and others are suitable for social dancing. Further activities have been planned for each song which help improve self image and contribute to success in social relationships. Educational Activities, Inc. No. AR697-LP (record & guide), $6.25; No. AC697 (cassette & guide), $7.25.

Square Dance Fun for Everyone. R. Franklin. A mixture of calls uses modern music, hoedowns with up-beat tempos and a voice that makes everyone want to join in. The calling on the album establishes the basics. The manual and music only side gives the teacher a chance to vary the calls in many different ways. Music and calls on one side, music only on the other. The set contains 2 LP records and manual. Educational Activities, Inc. No. KEA-1138, $12.95.

Your Physical Education. A. G. Miller, C. E. Willgoose, & J. A. Wylie. Over 500 drawings depict execution of skills in this textbook for junior high school students. There are four parts: Team Sports; Individual and Group Activities; Gymnastic Activities; and Physical Fitness. Available to teachers on request, the text contains a set of 17 knowledge tests and an answer key. Webster/McGraw Hill. No. 07-041955-8, $3.48.

9. Getting around the Community (Mobility)

Basic Skills in Getting Around. E. R. Young. Lessons are printed on spirit masters for use with special education students. One book in a series of six, this book covers: driver's license, road signs, parking meters, compass directions, using maps, timetables, travel itineraries, and time zones. The book contains 24 master lessons—each master guaranteed to make 250 copies. Warren's Educational Supplies. No. 854, $7.95.

Be Informed on Owning an Auto. (Unit 3). The unit contains sections on the following topics: licensing and insuring a car, maintaining your car, operating your car, drive a safe car, and be a safe driver. Each section is followed by a self testing review and answer key. New Readers Press. $.75.

Driver's Education. The step by step program takes the student through basic signs, traffic laws, pavement markings, speed, pedestrian responsibility, and prohibitive parking. Repetition of vital concepts are constantly reinforced by use of visuals, audios, and workbooks. Student workbooks contain illustrations, open-end questions, puzzles, and study quizzes. Teacher's manual includes discussion topics and related activities and projects. The program contains 9 full color filmstrips, 9 audiocassette/slides, 20 individual workbooks, and 1 teacher's manual. Interpretive Education. $174.00.

Finding Ourselves. E. L. Corcoran. A worktext stresses skills in locating ourselves by map in town, city, state, and country, develops concepts of geography, and includes simplified math problems and map study. Frank E. Richards Publishing Co., Inc. No. 114, $1.75.

Getting Ready to Drive. J. D. Wool. This worktext with illustrations and diagrams presents practical information that will be included on the written or oral test for a driver's license. Frank E. Richards Publishing Co., Inc. No. 129. $1.50.

History of Transportation. A filmstrip and cassette designed for K-3 presents the story of transportation and its importance in modern society. Set includes 2 filmstrips and cassettes: "How We Travel" and "Transportation Is Important," as well as 3 transparencies, "Let's Ride the Train," "I Rode the Bus," and "I Like Planes." Educational Projections Corp. $7.00.

How to Read Maps. This is a simplified guide on how to read city maps, road maps, and other maps such as weather maps. The guide contains three sections with a checkup exercise following each one. New Readers Press. $.50.

I Can Read Road Signs. An Easy Childhood Education kit designed for preschool, kindergarten, and primary age children, this serves as an introduction to reading readiness, safety, and geometric shapes and words. Kit contains 10 full color books, 1 cassette which reads the book, 1 captioned filmstrip which parallels the book and the cassette, and 1 teacher's guide. Mafex Associates, Inc. No. ECE Kit (1), $30.00; additional books, $2.50 each.

International Traffic Signs. Program gives the student an understanding of the new traffic signs and signals appearing across our country. The set contains 1 full color filmstrip, 1 recorded cassette, and 1 teacher's manual. Interpretive Education. $14.95.

Know Your Signs—Be a Better Driver. Book 1. E. L. Corcoran & A. L. Corcoran. Basic sign recognition is developed for use with the beginning driver. Also available are two color filmstrips showing a variety of traffic control and warning devices (signs) as a driver might approach them from behind the wheel. Photographed throughout various areas of the United States, these filmstrips also show possible natural obstructions such as overgrown trees and brush. Multiple sign situations are also shown. Frank E. Richards Publishing Co., Inc. No. 148, Know Your Signs, $1.50. Filmstrip 1, $7.50 each. No. 185, Filmstrip 2, $7.00 each. No. 186, teacher's manual.

Let's Read the Signs. A series provides 14 transparencies for use in safety, social studies, and community living programs. Designed for grades 3-6, topics include "Traffic Signal," "Street Crossing," "The School Safety Patrol," "Stop Sign," "The Policeman and Policewoman," "Slow—School," "Slow Sign," "Yield Sign," "Railroad Crossing," "Speed Limit," "Dangerous Curve," "One Way," "No Parking," and "Men Working." Educational Projections Corp. No. PG-44. Set $28.00.

The Phone Calls You Make. R. H. Turner. A 48 page student workbook provides lessons in manners on the telephone, speech improvement, jobs in the telephone industry, dating, family relationships, and finding information in a phone book. Teacher's guide covers the 6 book series suitable for reading levels 5-6. Follett Publishing. No. 0583. $1.20 (teacher's guide, $1.65).

Signs and Symbols. A set of 56 four color flash cards is designed to offer the meaning and probable location of commonly used signs and symbols. Discussion questions are included on each 8" × 4¾" card. Dick Blick Co. No. 2424600. Set $2.90.

Some Methods of Transportation. A filmstrip program intended for grades 2-5 covers bus, ship, and rail transportation as well as some unusual modes of travel. Titles include: "Different Ways to Travel," "Traveling by Bus," "Traveling by Ship," and "Traveling on Rail." Educational Projections Corp. No. PG-108. Set $24.00.

Studying for a Driver's License. Donald P. Joyce. Designed to aid students who are preparing to take the driver's license test in their state, this study guide and workbook must be used in conjunction with an individual's state's motor vehicle manual. It contains review questions, sample questions, and 20 different practice tests. New Readers Press. $1.50.

Thinking and Driving. R. A. Wakefield. This combined textbook-workbook aims at developing basic understanding and attitudes about driving among slow learners.

Based on the *Uniform Vehicle Code*, it should accompany the reading of the individual state handbook and actual behind the wheel practice. Each of the nine units contains several short lessons, questions, and a unit test. The teacher's manual includes teaching suggestions, ideas for supplementary activities, and test answers. Stanwix House, Inc. $5.00 plus $1.00 for teacher's manual.

The Town You Live In. R. H. Turner. A 48 page student workbook covers such topics as a television studio, a newspaper, adjusting to city life, the police department, fire department, recreational facilities in a large city, getting part time work in the city. Teacher's guide covers the 6 book series suitable for reading levels 4-6. Follett Publishing Co. No. 0533. $1.20 (teacher's guide, $1.65).

Traffic Safety Signs. These realistically reproduced color signs are clearly printed and stand 36" high. Set includes 9 different signs. J. A. Preston Corp. No. PEC4855. $44.00.

Transportation. The transportation program gives the student an awareness of the different modes of transportation that are available to him within the city setting. It also shows the various costs involved in different forms of transportation and how to cut the cost of transportation so that the student can make responsible decisions as to his own method of getting from place to place. The set contains 1 full color filmstrip, 1 recorded cassette, and 1 teacher's manual. Interpretive Education. $14.95.

Transportation and Communication. Uni-kit C. This unit-kit on grade level 1-4 relates the past, present, and future of many aspects of transportation and communication. These interesting, informative texts give the reader an opportunity to probe deep into specific social studies areas. Titles include: "How Communication Helps Us," "How We Travel on the Water," "How Airplanes Help Us," "How We Travel on Land," and "How We Get Our Mail." The set contains 6 copies each of the 5 titles. Benefic Press. No. 054924. $54.00.

Transportation Safety. This 15 minute cassette recording is designed for grades 1-3. EPS, Inc. $4.90 each.

Using the Telephone—The "How To's" of Using a Telephone Book. Program explains the basics and goes through the steps by using actual situations. Tailored to secondary EMR students, the set includes 1 filmstrip, 1 cassette, and a teacher's manual. Interpretive Education. $18.95.

Watch Your Driving Language. This program consists of a workbook and a teacher's manual. Sample chapters are "Do's and Don'ts of Driver Safety," "Bad Weather Driving," "First Aid," and "Right of Way." Mafex Associates. $2.95 each

What Every Driver Should Know. In the text workbook (156 pages) sample chapters include: "Parts of the Car," "Safety Treasures," "Road Signs," and "Traffic Lights." Mafex Associates. $2.95 each.

PERSONAL SOCIAL SKILLS

10. Achieving Self Awareness

AC: Coping With Competition. Positive and negative aspects of competitive behavior in school and work situations are explored. Guidance Associates. No. 2L-102 903. $37.50.

AE: Shaping Identity. Peers explore concepts of self image, individuality, integrity, and self examination. Guidance Associates. No. 2L-103 144. $37.50.

AE: Developing Values. Key value forming experiences from childhood on are traced. The program involves the group in value dilemmas. Guidance Associates. No. 2L-102 366. $37.50.

AE: Forming Beliefs. The program introduces various world views and relates personal growth to concern for universal questions. Guidance Associates. No. 2L-102 382. $37.50.

AE: Understanding Emotions. Psychological, physical, and motivational aspects of emotional response are examined. Guidance Associates. No. 2L-103 182. $37.50.

Booklets on: You and Your Abilities, Discovering Your Real Interests, Do Your Dreams Match Your Talents, Building Your Philosophy of Life, Exploring Your Values, Growing Up Emotionally, Growing Up Socially, Increasing Self Confidence, Understanding Yourself. Science Research Associates, Inc. $.95 each.

All About Me. (Boys or Girls Edition.) M. W. Hudson. Designed to develop good self image in pupils, this uses a multisensory approach to learning and provides visual, auditory, tactile, and kinetic exercises in the text. Frank E. Richards. No. 101 (Boys) or No. 102 (Girls). $1.00.

Career Insights and Self Awareness Games—The program includes interest continuums, life goals, life situations, abilities, and data-people-things puzzle with leader manual. Houghton Mifflin. $30.00.

Developing Understanding of Self and Others. Program designed to achieve acceptance and understanding of self, others, feelings, goals and purposive behavior, decision making, independence and resourcefulness contains puppets, role playing guides, activities for one year, storybooks, posters, and group discussion cards. American Guidance Service, Inc. $85.00.

The Development of Body Awareness and Position in Space. A 33⅓ RPM record album provides a sequentially developed training program to help the pupil establish an awareness of his body and its position in space. Stanwix House, Inc. No. 1302. $6.25.

Discovering Your Personality: Exploring Your Feelings. This focuses on envy, anxieties, emotional relationships to puberty, anger, vulnerability, manipulative behavior, and empathic responses. Guidance Associates. No. 2L-300 945. $37.50.

Discovering Your Personality: Who Are You? Four different peer models demonstrate how family, school, and other interactions shape each child's self image. Guidance Associates. No. 2L-300 945. $37.50.

Discovering Yourself. The concept of self is developed with self appraisal charts, quizzes, and examples. Films, books, and group activities to aid class discussion and projects are listed. Science Research Associates, Inc. $2.40.

Focus on Self-Development. The program includes tapes or cassettes, photoboards, filmstrips on awareness, responding, and involvement. Science Research Associates, Inc. Focus on self (K-2, records—$108.00, cassettes—$121.00); interpersonal skills (2-4, records—$121.00, cassettes—$135.00), responding to the environment (4-6, records—$121.00, cassettes—$135.00).

Got To Be Me! A Self-Awareness Program for Elementary Students. Merrill Harmin, Ph.D. To help develop positive self images this provides opportunities for students to talk and write about their favorite subject—themselves. The materials encourage children to become more aware of themselves—their feelings, their hopes and fears, their strengths and weaknesses, and their likes and dislikes. At the same time students learn to respect and appreciate the feelings of others. The program consists of 48 heavy duty cards (9" × 12"). Each side—96 in all—presents a full color humorous illustration and an unfinished sentence. Examples of typical sentences include, "When people get angry, they should . . . ," "I sometimes get mad when . . . ," "If I could be invisible, I would . . . ." A workbook (8½" × 11") presents the same sentences with spaces for writing, and with black and white line reproductions of the artwork, which students may color. The workbook provides a convenient alternative to oral response and can be used for class assignments or individually. Although the cards and workbooks can be purchased separately, these materials work best as coordinating units. Argus Communications. Set of 48 cards and teacher's guide, No. K240, $14.00; workbooks sold only in units of 10, No. K241, $7.00.

Grow Power. This game for 6 players focuses on personality traits of good sportsmanship, honesty, tact, empathy-concern for others, cheerfulness, and patience. Three variations make the game useful for primary, intermediate, and junior high level. Educational Activities, Inc. $4.95.

Human Growth & Development. Intermediate. A set of 10 sound filmstrips in full color with cassette tapes and teacher's guide describe the fundamentals of human growth and development. Produced especially for intermediate school children, the filmstrips in this program stress the importance of forming a sound understanding of biological reproduction and, as a result, a good sense of identity and self image. Factual in their approach and well balanced in content, these materials provide important information that establishes the foundation for a happy and healthy adult experience. Imperial Educational Resources, Inc. Set of 10 filmstrips, 10 cassettes—$160.00. Teacher's guide (additional copies)—$3.95. One full color filmstrip with cassette—$17.50.

Just One Me. This is a color film of a boy who dreams of being a tree, a plane, etc., but concludes "in all the world there's just one me, and that's what I want to be." 9 minutes. ACI Films, Inc. $130.00.

Kindle Sound-Filmstrip Program. Five units with cassettes or records include Unit 1, Who Am I? (2) How Do I Learn? (3) Getting Along; (4) Mixing In; (5) How Can I Tell? Scholastic/Kindle. $59.50 (with records per unit); $69.50 (for cassettes per unit).

Know Yourself. A. L. Ganley & G. S. Elias. This is a guidance text for the 12 to 15 year-old age group that helps the young student develop a realistic concept of himself as an individual and as a member of society, provides him with information necessary for planning his educational future, and shows him the desirability of selecting a vocational goal. Webster/McGraw-Hill. No. 07-022750-0. $2.16.

Making Value Judgments: Decisions for Today. C. A. Elder. This helps each student clarify his values in order to find his own identity and give purposeful direction to his life. Charles E. Merrill Publishing Co. No. 7730, $2.25; No. 7731 (teacher's manual), $1.00.

Planned Group Guidance. A discussion manual (38 projects) covers areas such as: interpersonal relationships, orientation to self, orientation to school, and planning for the future. American Guidance Service, Inc. 9 copies, $2.75 each; 10-49 copies, $2.50 each; 50 + copies, $2.30 each.

Resource Guide in Sex Education for the Mentally Retarded. A comprehensive guide for the educator and/or parent prepared by the American Association for Health, Physical Education, and Recreation and Sex Information and The Educational Council of the United States. The developmental approach includes a listing of other resources. AAHPER Publications-Sales. $2.00.

Sex Education for the Developmentally Disabled. A Guide for Parents, Teachers and Professionals. H. L. Fischer, M. J. Krajicek, & W. A. Borthick. The guide includes suggestions for interviews and a picture series of body and emotional functions. Edmark Associates. $4.95.

Speak for Yourself: Language Development for the Special Child. M. W. Wrasman, & D. B. Haag. This clearly written, sequentially structured book provides daily lesson plans for guiding children in the acquisition of six major language goals: who am I, parts of the body, foods I eat, what to wear, where I live, and where am I? Students acquire the language and the concepts necessary to start to function independently. The lessons are clear, concise, easily followed, and take into consideration the limited vocabulary and attention span of the mentally retarded child. Sample checklists are provided to record individual progress in meeting the 84 behavioral objectives offered. Educational Activities Inc. $4.95.

Understanding Our Feelings. Understanding of self and others is developed through recognition of emotions in photographs. Appropriate for use with elementary EMR students, this is designed to promote discussions of feelings depicted in the photographs. The set includes 28 photographs and 1 teaching guide. Instructo Corp. $4.95.

Who Do You Think You Are? The set defines identity through personal "facts and figures," feelings, etc. and contains 3 filmstrips and 1 12" LP. Guidance Associates. No. 2L-320 927. $19.50.

You. C. Trenkle. A social adjustment textbook helps young people understand themselves, create a better self image, and improve their self control, social skills, and attitudes. Topics include Your body; How do you look? How do you talk? Frank E. Richards Publishing Co., Inc. No. 182 (hardbound textbook), $5.50; No. 183 (paper cover workbook), $1.75.

You Got Mad: Are You Glad? This set explores alternative ways to express hostility and contains 2 filmstrips and 1 12" LP. Guidance Associates. No. 2L-346 909. $19.50.

11. Acquiring Self Confidence

AC: Coping with Competition. (See Unit 10 for complete details.) Guidance Associates.

AC: Dealing with Anger. Ways of using authority as an object of rage and problems of "scapegoating" are examined. Guidance Associates. No. 2L-102 846. $37.50.

AE: Shaping Identity. (See Unit 10 for complete details.) Guidance Associates.

All About Me. Boys and Girls Edition. (See Unit 10 for complete details.) Frank E. Richards Publishing Co., Inc.

Discovering Your Personality (DYP). (See Unit 10 for complete details.) Guidance Associates.

DYP: Exploring Your Feelings. (See Unit 10 for complete details.) Guidance Associates.

Eugene and His Friends—Rhymes for Our Times. Colorful and charming books are designed to promote social development by encouraging children to talk about themselves and the problems they share with Eugene. Classroom package contains a set of 6 books for grade level K-3 with a teacher's guide. Follett Publishing Co. No. L0004. $21.39.

Family Life Education Mini-Units. The scriptographic style is a unique blend of key words and clear graphics. The 5½" × 8" booklet comes in three sections: "Your Attitude and You" (No. 4566-1810) tells students why one's attitudes is important and how to develop positive attitudes toward self and others; "Understand Yourself" (No. 3466-1803) helps students understand themselves and their purposes and choices in life and also gives suggestions about handling conflicts; "Your Imagination" (No. 4566-1819) guides students to successful creative problem solving. The booklet shows how logical processes of thought and action bring desired results. They are designed for reading level 3-5. Channing L. Bete Co., Inc. $.25 each booklet, less in quantity.

Grow Power. (See Unit 10 for complete details.) Educational Activities, Inc.

It's Mine. A sound filmstrip focuses on children's capacity for generosity and selfishness and develops a concept of sharing. The program includes a teacher's guide and is intended for grade level K-3. Scholastic Book Service. No. 6995 (record), $15.00; No. 6772 (cassette), $17.00.

It's Your Life. (See Unit 13 for complete details.) Benefic Press.

Let's Talk About. . . . This series, now in filmstrip format, investigates profound areas of a child's experience including what constitutes proper and improper behavior. Designed to motivate group discussion, it aids the student in understanding the whys of behavior patterns. Contents include: Let's talk about . . . flying off the handle; Let's talk about . . . learning the hard way; Let's talk about . . . truancy; Let's talk about . . . disrupting things; Let's talk about . . . being mean. The set includes 5 color filmstrips with cassettes (Part II) and is appropriate for use with elementary and junior high level EMR students. Mafex Associates. No. 885100. $57.95.

Self-Concept—"Real" Self—You Live With It. Transparency. 1969. Creative Visuals. $6.00.

Understanding Yourself. Family Development Series. A consumable book for senior high students or adult basic education written on a 4-6 grade reading level includes: having a positive view, heredity and environment, learning and mental health, health and recreation, and values to live by. Steck-Vaughn Co. No. 328-9. $1.44.

We Can Grow. Color film shows sensory and physically handicapped children determined to learn, move, and grow. 13 minutes. ACI Films, Inc. $160.00.

Who Are You? Who am I? How do other people see me? A unit of 6 sound filmstrips explores relationships between children and their family, teachers, and friends. By understanding the viewpoints of others, children can better realize where they fit in at home, the classroom, and many other everyday situations. Contents include: Who am I, anyway? how parents see you; how brothers and sisters see you; and who I really am. For grades K-3, the set includes a complete unit of 6 filmstrips and 3 cassettes. Mafex Associates. No. 860100. $66.00.

Who Do You Think You Are? (See Unit 10 for complete details.) Guidance Associates.

You. (See Unit 10 for complete details.) Frank E. Richards Publishing Co., Inc.

You Got Mad: Are You Glad? (See Unit 10 for complete details.) Guidance Associates.

Your Personality: The You Others Know. (See Unit 13 for complete details.) Guidance Associates.

12. Achieving Socially Responsible Behavior

Adolescent Conflicts: Coping with Jealousy. The role of commitment and exclusivity in romantic relationships is explored. Guidance Associates. No. 2L-102 929. $37.50.

Adolescent Conflicts: Dealing with Group Pressure. The choice between conscience and peer acceptance is dramatized. Guidance Associates. No. 2L-102 846. $37.50.

Discovering Your Personality: Belong to a Group. Shown are various rules in family and peer groups, the rewards of cooperation, and the problem of rejection and group pressure. Guidance Associates. 2L-300 960. $37.50.

Eddie in School. B. Piltch. Thirty short stories written for grade level 2.2 relate the learning experiences of a teenage city boy. Students learn how and why things are done in school, at home, at work, and in the community. Fearon Publishers. No. 8224-2590-4. $1.39.

Eugene and His Friends—Rhymes for Our Times. (See Unit 11 for complete details.) Follet Publishing Co.

Family Life Education Mini-Units. (See Unit 11 for complete details.) Channing L. Bete Co., Inc.

First Things: Social Studies/Guidance. Criteria are identified for defining groups. Included are the following: *Guess Who's in a Group!* (learn group customs and rules), 3 filmstrips, 1 12" LP, No. 2L-300 903, $19.50; *What Do You Expect of Others?* (expectancies strongly influence subsequent interaction), 3 filmstrips, 1 12" LP, No. 2L-320 885, $19.50. Guidance Associates.

First Thing: Values. Each sound filmstrip presents conflict over ethical values and basic concepts of truth, promises, fairness, rules, and property rights. Focus on discussion to understand both sides of conflict as it relates directly to children's lives includes the following: *The Trouble with Truth Is It Gets You into Trouble* (relative fairness, trust from others), 2 filmstrips, 1 12" LP, No. 2L-319 628, $19.50; *You Promised!* (absolute vs. relative commitment), 2 filmstrips, 1 12" LP, No. 2L-319 069, $19.50; *But It Isn't Yours.* (borrowing, stealing, and owning vs. deserving to own), 2 filmstrips, 1 12" LP, No. 2L-319 085, $19.50; *What Do You Do About Rules?* (examining functions of rules, their relationships to individuals), 2 filmstrips, 1 12" LP, No. 2L-319 044, $19.50. *A Strategy for Teaching Values,* (an inservice training unit for use with value films), 3 filmstrips, 2 12" LPs, No. 2L-319 127, $15.00. Guidance Associates.

Going Places with Your Personality: A Guide to Successful Living. C. H. Kahn, R. Tong, & W. Jew. Information, observations, and discussion are used to help students develop desirable habits and attitudes. Giving a strong emphasis on interpersonal relations, the book is designed for reading level 2.7. Fearon Publishers. No. 0.8224-3495-4. $1.41.

Grow Power. (See Unit 10 for complete details.) Educational Activities, Inc.

It's Mine. (See Unit 11 for complete details.) Scholastic Book Service.

Let's Talk About. . . . (See Unit 11 for complete details.) Mafex Associates.

Manners. H. Prevo. This social adjustment workbook is designed for use with special classes dealing with the concept of good manners and consideration for others. Frank E. Richards Publishing Co., Inc. No. 153, $1.75; No. 154, teacher's key, $1.25.

Manners Made Easy. M. Beery. A book on social usage, conduct, and poise development for teenage boys and girls offers practical, down to earth information on consumer education, grooming, posture, health, clothes, speech, and correct behavior at home, school, and work, in public and all kinds of social affairs. It is intended for grades 7-12. Webster/McGraw Hill. No. 07-004315-9. $4.59.

The Person You Are. J. H. Turner. A student workbook covers such topics as self control, use of leisure time, personality traits, physical and social needs, dating, developing worthwhile goals, learning to understand others, and learning to accept yourself. A teacher's guide covers the 6 book series suitable for reading levels 4-6. Follett Publishing Co. No. 0535, $1.20; teacher's guide, $1.65.

Teaching Children Values through Unfinished Stories. D. B. Carr & E. P. Willinberg. Open-ended stories in which each pupil can see himself as the central character provide children with the opportunity to broaden their understanding of such recognized values as integrity, responsibility, justice, courage, reverence, and love. They are designed for upper elementary youngsters (grades 4-7). Educational Activities, Inc. No. FSR-2072 (2 color filmstrips, record, guide), $19.95; No. FSC-2702 (2 color filmstrips, cassette, guide), $20.95.

Teaching Good Manners and Behavior. Unfinished stories use discussion and problem solving techniques. Complete with teacher's guide the set contains: Litterbug, the Candidate, Lazy Ears, After the Accident, Telephone Talk, At the Cafeteria, Library Lesson, the Misfit, Sleepy Sam, and Careless Sarah. Educational Activities, Inc. $19.95 (filmstrip and record); $20.95 (with cassette).

Teaching Social Behavior to Young Children. (Rev. Ed. of How to Be a Good Teacher.) W. C. Sheppard, S. B. Shank, and D. Wilson. The book focuses on behavior supervision in life situations. Edmark Associates. $3.50.

Understanding Yourself. Family Development Series. (See Unit 11 for complete details.) Steck-Vaughn Co.

Who Are You? (See Unit 11 for complete details.) Mafex Associates.

You. (See Unit 10 for complete details.) Frank E. Richards Publishing Co., Inc.

13. Maintaining Good Interpersonal Skills

Adolescent Conflicts: Coping with Jealousy. (See Unit 12 for complete details.) Guidance Associates.

Adolescent Conflicts: Dealing with Group Pressures. (See Unit 12 for complete details.) Guidance Associates.

The Adolescent Experience: Interpersonal Relationships. This unit deals with generation conflict and lack of communication within a basically sound family. Guidance Associates. No. 2L-102 408. $37.50.

Discovering Your Personality: Who Are You, Belonging to a Group, Exploring Your Feelings. (See Unit 10 for complete details.) Guidance Associates.

Eugene and His Friends—Rhymes for Our Times. (See Unit 11 for complete details.) Follett Publishing Co.

First Things: Social Studies/Guidance. Criteria for defining groups are identified. Included are the following: *Guess Who's in a Group?* (See Unit 12); *What Do You Expect of Others?* (same as above); *What Happens Between People?* (explores objectives and different types of interaction). Guidance Associates. Two filmstrips, one 12" LP. No. 2L-320 901. $19.50.

First Thing: Values—That's No Fair! This set deals with cooperation and compromise. Guidance Associates. Two filmstrips, one 12" LP. No. 2L-319 101. $19.50.

First Thing: Values—The Trouble with Truth. (See Unit 12 for complete details.) Guidance Associates.

First Thing: Values—You Promised! (See Unit 12 for complete details.) Guidance Associates.

The Friends You Make. R. H. Turner. A student workbook covers such topics as learning how to make and keep friends, good manners, going steady, alcohol and drugs, gangs and how to stay out of them, developing new interests, and the importance of teamwork. Teacher's guide covers the six book series suitable for reading levels 4-6. Follett Publishing Co. No. 0536. $1.20; teacher's guide, $1.65.

Grow Power. (See Unit 10 for complete details.) Educational Activities, Inc.

Guidance and Human Relations. The material in these sets is designed to help students develop respect for and understanding of themselves and others; to encourage desirable social attitudes and ethical values for daily living; and to show how tolerance, respect and cooperation can lead to more enjoyable friendships and a happier, healthier life. Some representative examples follow. Set PG-5, "Doing Your Best"—Two stories on a grade 2-5 level show the satisfaction experienced by people who take care of their responsibilities and do their best. They are programed for the 888 viewer. $14.00. Set PG-11, "Persons with Problems"—Individuals find solutions to their own specific problems. It is programed for the 888 viewer and written for grades 3-6. $35.00. Set PG-13, "Understanding People"—Examples of different types of personalities stress the need for understanding people as individuals. This is programed for the 888 viewer and written for grades 3-6. $25.00. Educational Projections Corp.

The How and What of Sex Education for Educables. The Education Division. "The How and What" shows actual scenes of various situations and how they should be handled. Methods of sex education are taught, in addition to how to teach the language of sex, how to answer embarrassing questions, how to feel at ease with students, etc. Hallmark Films & Recordings, Inc. $25.00 for daily rental; $250.00 for sale.

It's Your Life. J. J. Pancrasio. Hardcover book, written as a personal conversation with teens coping with life, focuses on accepting and understanding self and others; exploring goals and values; relating and communicating in genuine, helpful ways; and moving toward independence and self direction. Opening with a simulated drama-conflict, each chapter includes anecdotes, illustrations, cartoons, case studies, and/or role playing. Chapters and units end with project and activity sections. The book is appropriate for use with junior or senior high students on a reading level of 5.5 Benefic Press. No. 088013, $3.60; No. 088021, teacher's guide, $1.05.

Sticks and Stones (Kindle III). Designed to strengthen the child's self confidence and help him build a positive self image, the unit questions rivalry among children and helps them face false pride and misunderstandings. Included are a filmstrip and teaching guide. Scholastic Book Service. No. 6996 (record), $15.00; No. 6773 (cassette), $17.00.

Teaching Good Manners and Behavior. (See Unit 12 for complete details.) Educational Activities, Inc.

Will You Be My Friend? (Kindle III). Designed to strengthen the child's self concepts and help build a positive self image, the unit shows how everyone needs friendship and develops concepts of sharing, caring, and trusting. Included are a filmstrip and teaching guide. Scholastic Book Service. No. 6997 (record), $15.00; No. 6774 (cassette), $17.00.

You. (See Unit 10 for details.) Frank E. Richards Publishing Co., Inc.

Your Personality: The You Others Know. Part I focuses on peer definitions of personality and character. Part II explores effects of insecurity, impact of self consciousness on personality, ways to master fears and check their influence on behavior and contrasts realistic goals with self defeating ones. Part I contains two filmstrips, two 12" LPs; Part II contains two filmstrips, two cassettes. Guidance Associates. No. 4G1000972 (Part I), $48.50; No. WG 100972 (Part II), $48.50; No. C78-734407 (discussion guide).

14. Achieving Independence

Adolescent Conflicts: Seeking Independence. Focus is on manipulative behavior as a means of "distancing" from parents. Guidance Associates. No. 2L-102 887. $37.50.

The Adolescent Experience: Interpersonal Relationships. (See Unit 13 for complete details.) Guidance Associates.

The Adolescent Experience: Shaping Identity. (See Unit 10 for complete details.) Guidance Associates.

Apartment Hunting. This series takes the student through the step by step process of looking for an apartment to the explanation of different kinds of leases, and the questions about the size, etc., of the apartment. Interpretive Education. $78.95.

Attribute Games. Designed to develop the ability to think clearly, to reason, and to approach problems in an organized and logical manner, games are played with a set of 60 different blocks, each of which can be described in terms of 4 attributes. Skills developed through these games include shape and color recognition, size discrimination, matching, sorting, set theory, sequencing, relationships, comparisons, thinking, reasoning, analysis, and problem solving. Game set useful with EMR students at all grade levels includes an illustrated guide and a set of 60 plastic blocks based on large square size ($3^{13/16''}$). Additional optional materials include a set of 60 small attribute blocks or 60 large blocks, grouping circles (set of 9), and logic diagrams (set of 4). Teaching Resources. No. 36-110 (giant set complete), $22.95; No. 36-125 (large blocks), $8.00; No. 36-135 (small blocks), $4.95; No. 36-122 (circles), $4.95; No. 36-112 (diagrams), $17.00.

Contemporary Reading Series. Books on VD, teenage pregnancy, and drugs include true to life stories and discussion questions by G. Guenther written on a reading level of grades 4-5. Educational Activities, Inc. $11.95 (6 paperbacks, poster, and guide).

Inquisitive Games—Discovering How to Learn. H. R. Springle. Children are given an opportunity to organize, classify, relate, apply, and verbalize information, make and communicate decisions, and solve problems. The complete set, sufficient for a class of 20, contains 16 sequenced games, 130 picture cards, 2 charts, 6 spinner units, and a teacher's handbook. It is geared for grade level K-1. Science Research Associates. $132.00.

It's Your Life. (See Unit 13 for complete details.) Benefic Press.

Roles and Goals. Explored is the question of which comes first, the role or the goals, and how one affects the other. The film may be used by junior or senior high EMR students in group counseling sessions and classes in the communication arts. 77 frames, 6 minutes. Argus Communications. No. F-77 (record), $20.00; No. F-58 (cassette), $20.00.

Social Development. D. C. Cook. This unit provides a vital start toward good adjustment by helping to develop important social attitudes. Twelve teaching pictures, in full color, 11" × 14", with accompanying resource sheets demonstrate activities and stories about taking turns, sharing ideas, and playing together for preschool and grades K-3. Pennant Educational Materials. No. 3015. $8.95.

We Can Grow. (See Unit 11 for complete details.) ACI Films, Inc.

You. (See Unit 10 for complete details.) Frank E. Richards Publishing Co., Inc.

You Have to Want Something. Filmstrip deals with discovering resources and setting goals and may be used by junior or senior high EMR students. Based on the idea that young people need goals they have to determine for themselves, the film provokes responses to questions of values and encourages the viewer to think about what he or she values. Argus Communications. No. F-62 (with record), $20.00; No. F-63 (with cassette), $20.00.

15. Achieving Problem Solving Skills

Adolescent Conflicts: Coping with Competition. (See Unit 10 for complete details.) Guidance Associates.

Adolescent Conflicts: Dealing with Anger. (See Unit 11 for complete details.) Guidance Associates.

The Adolescent Experience: Setting Goals. (See Unit 14 for complete details.) Guidance Associates.

Attribute Games. (See Unit 14 for complete details.) Teaching Resources.

Contemporary Reading Series (See Unit 14 for complete details.) Educational Activities, Inc.

Feelings and Thoughts (How do you make decisions?). The relationship of feelings and thoughts to decision making is examined. Emphasized is the necessity for learning the differences between the two in order to understand the decision-making process. Presented in a cartoon format, the set may be used with junior and senior high EMR students. 80 frames, 8 minutes. Argus Communications. No. F-48 (record), $20.00; No. F-49 (cassette), $20.00.

Figuring Things Out (Kindle II). Designed to strengthen the child's self confidence and help him build a positive self image, the set suggests imaginative uses of everyday materials for amusement and problem solving and includes a filmstrip and a teaching guide. Scholastic Book Service. No. 6975 (record), $15.00; No. 6770 (cassette), $17.00.

First Thing: Values. Included are: *Guess Who's in a Group!, What Do You Expect of Others?, What Happens*

Between People?, The Trouble with Trust, That's No Fair, You Promised!, But It Isn't Yours, What Do You Do About Rules?, and *A Strategy for Teaching Values.* (See Units 12 & 13 for complete details.) Guidance Associates.

Inquisitive Games—Discovering How to Learn. (See Unit 14 for complete details.) Science Research Associates.

Making Mistakes (Kindle II). Designed to strengthen the child's self confidence and help him build a positive self image, the set reassures the child that "to err is human" and that one can learn from mistakes and avoid many through practice. Included are a filmstrip and a teaching guide. Scholastic Book Service. No. 6973 (record), $15.00; No. 6768 (cassette), $17.00.

Teaching Good Manners and Behavior. (See Unit 12 for complete details.) Educational Activities, Inc.

The Total Person. A game helps us to visualize the factors that influence decisions and see that our decisions are the result of complex interactions between emotions, feelings, values, and attitudes. Skills in decision making, communication, self-awareness, interpersonal relationships, and understanding human behavior are strengthened on a level suitable for grades junior high through adult. Pennant Educational Materials. No. 2841. $10.00.

Values in Action. G. Shaftel & F. Shaftel. The 10 filmstrips and 3 records for the intermediate grades encourage problem solving and provide practice in decision making through discussion and role playing. The complete kit contains 10 filmstrips, 3 records, a teacher's guide, and carrying case. Pennant Educational Materials. No. 3010. $114.00.

What It Takes. T. Clayton. This narrative of a fictional black family's day-to-day pleasures and problems, appropriate for use with junior and senior high EMR students helps students relate to real life situations and learn to cope with important aspects of contemporary living. Fearon Publishers. $2.00.

16. Communicating Adequately with Others

Adolescent Conflict: Dealing with Group Pressures. (See Unit 12 for complete details.) Guidance Associates.

Adolescent Conflicts: Seeking Independence. (See Unit 14 for complete details.) Guidance Associates.

The Adolescent Experience: Interpersonal Relationships. (See Unit 12 for complete details.) Guidance Associates.

Discovering Your Personality: Belonging to a Group. (See Unit 12 for complete details.) Guidance Associates.

English That We Need. H. R. Prevo. Instruction is provided in simplified comprehensive grammar for the disadvantaged. Partial contents include the alphabet, capital letters, the dictionary, sentences, contractions, abbreviations, homonyms, paragraphs, friendly letters, business letters, and oral English. Frank E. Richards Publishing Co., Inc. No. 109 (paperback). $1.75.

The Functional Basic Reading Series. Geared for a median IQ of 70 and C.A. of 6-0 to 17-11, the stories stress interpersonal relationships, work, homemaking, safety skills, leisure time, and rights of citizenship. Level I—teacher's guide, $4.00; reading readiness pads (40 students), $26.40 (C.A. 6-0 to 8-0). Level II—teacher's guide, $5.50; texts (6 with workbooks), $22.65 per set (C.A. 8-0 to 9-5). Level III—teacher's guide, $8.50; texts (7 with workbooks), $36.80 per set (C.A. 9-9 to 12.3). Level IV—teacher's guide, $1.40 for "Off to Work;" texts (4 with workbooks), $23.20 per set (C.A. 12-11 to 17-11). Stanwix House, Inc.

Interpersonal Communication. S. J. Schrank. A cassette program for junior and senior high classroom use is designed to expand awareness, and improve self expression, listening, and communication skills. Instructions are provided on the tape, giving the teacher the option to participate with students. Audiocassette, spirit masters, and leader's manual are included. Pennant Educational Materials. No. 3004. $14.75.

Learning About Writing (Manuscript). J. D. Wool & R. J. Bohn. Designed to provoke interest in handwriting skills, this book affording direction for essential practice without pressuring. Frank E. Richards Publishing Co., Inc. No. 149. $1.75.

Learning About Writing (Cursive). J. D. Wool & R. J. Bohn. To further the development of writing skills this book is designed to be used after the student has acquired skills in manuscript writing. Frank E. Richards Publishing Co., Inc. No. 150. $1.75.

Saying the Right Word. An audio approach is taken to learning correct grammar at an early age by children in grades 1, 2, and 3. Common grammatical errors are discussed and correct usage is explained, reinforced, and tested. Stanwix House, Inc. No. 1310 (record), $6.25; No. 2310 (cassette), $7.25.

The Turner Livingston Communication Series. The program consists of six high interest, low reading level workbooks. The stories are serialized lesson by lesson throughout each workbook. Titles include: The Television You Watch, The Phone Calls You Make, The Newspaper You Read, The Movies You See, The Letters You Write, and The Language You Speak. Follett Publishing Co. $1.44 each plus $2.25 for a Teacher's Guide.

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and Exploring Occupational Possibilities

Career Awareness—Part I. P. Dolgin. Four organizational settings are explored for the variety of careers involved in each: school, hospital, construction, and airport. A color filmstrip, record/cassette, and guide are available for each. Educational Activities, Inc. $48.00/ $52.00.

Career Awareness—Part II. A continuation of the above series at a somewhat higher difficulty level explores the following: bank, department store, hotel, and newspaper. A color filmstrip, record/cassette, and guide are available. Educational Activities, Inc. $48.00/$52.00.

Career Awareness Field Trip Series. A color-sound filmstrip series introduces the world of work. Titles are: Off We Go to the Bike Factory, Orange Grove, House Built in a Hurry, Poster Printer, Aquarium, and Auto Proving Ground. Teacher's guide with each filmstrip includes objectives, questions, and activities. Guidance Associates. $17.50 each.

Career Discoveries Series. Six sound and filmstrip units, each on a separate job cluster, provide an overview of the cluster and then explore three jobs within it in depth. The units are: People Who Make Things, People Who Create Art, People Who Organize Facts, People Who Influence Others, People Who Work in Science, and People Who Help Others. Guidance Associates. $37.50 each.

Career Exploration and Planning. B. E. Shertzer. Textbook and student workbook assist students in making both current and future career decisions—especially in Chapter 9 (The Work World) and Chapter 10 (Exploring Occupations). Included is a teacher's manual. Houghton-Mifflin. $7.65.

Career Kits. Eight different kits include: professions, science, health, business, industry, semiskilled, exploratory, and one which cuts across all categories. Each kit contains career briefs and summaries on 5½" × 8½" filecards with over 1000 D.O.T. classifications included. Also available is an annual subscription service to update career information. Kits range in price from $37.20 to $135.00 Houghton-Mifflin.

Careers for All Series. J. Gehrman & M. Stanek. Three textbooks in a graded series are designed to develop career awareness and also to impart occupational information about the 15 USOE job clusters. Benefic Press. $4.08 each; combined teacher's guide, $2.70.

Come to Work with Us. J. Wilkinson & N. Wilkinson Series of 12 volumes promote understanding of work and its function in the community. Teacher's manual is included. Houghton-Mifflin. $42.00.

Comprehensive Career Assessment Scales. S. L. Jackson & P. M. Goulding. Measured are student interest and familiarity with 75 occupations in 15 career clusters. In the elementary version, 75 written stimuli are orally reinforced by the examiner and 3 point rating scales are used for responses in the familiarity and interest dimensions. The secondary version provides a 7 point scale for each dimension. The secondary version may be used in career counseling. The set contains a test manual, reusable test booklets, 25 profile forms, and scoring key. Learning Concepts. $12.60 (elementary); $12.60 (secondary).

Father's Work. Six captioned filmstrips explore the jobs of six different fathers: carpenter, moving man, shoe salesman, factory worker, supermarket worker, service station attendent. Educational Activities, Inc. $47.95.

Jerry Works in a Service Station. J. M. Wade. This lets students experience a realistic job situation as they identify with a teenage high school graduate. Exercises on the vocational content and language arts skills are included. Fearon Publishers. $1.20.

The Job Box. These booklets are grouped together into 7 different job clusters. They describe in easy to read language a variety of jobs ranging from file clerk to fry cook to cattle ranch hand. Designed for the special need student at the junior high level, they have information regarding working conditions, salary ranges, possibilities for advancement, etc. Included are 70 eight page booklets. Fearon Publishers. $45.00.

Job Experience Kits. These kits provide simulated work experiences in 20 different occupations: accountant, electronics technician, police officer, salesperson, appliance repairman, X-ray technician, medical technologist, secretary, librarian, truckdriver, cosmetologist, designer, lawyer, draftsman, plumber, carpenter, auto mechanic, veterinarian, elementary school teacher, and motel manager. Each kit may ordinarily be completed in 50 minutes. Science Research Associates. $150.00.

Mother's Work, Too. Each filmstrip follows one of six working mothers through a typical working day: waitress, dental assistant, bank teller, office worker, drugstore clerk, and homemaker. Educational Activities, Inc. $47.95.

The Newspaper You Read. R. H. Turner. A 48 page student workbook covers such topics as how to find information in a newspaper, jobs in the printing and newspaper industries, suburban life, reckless driving, analyzing news stories. A teacher's guide covers the six book series suitable for reading levels 4-6. Follett Publishing Company. No. 0584, $1.20; teacher's guide, $1.65.

Occupational Notebook Program. I. D. Cook. The student becomes aware of the need for skills in various areas including deciding on a line of work, filling out applications, interviewing, keeping a job, finances, travel, and being a pleasant and productive worker. 48 pp; teacher's guide, 64 pp. Research Press. $2.00; teacher's guide, $3.00.

Occupations 1. Caroline Blakely (Ed.). A guide is given to careers in these areas: service, service in government, paraprofessional, clerical, hotel and restaurant, driving, and skilled manual occupations. The book is geared for a reading level of 6.7. New Reader's Press. 64 pages. Revised, 1975. $1.60.

Occupations 2. Dennis Schroeder (Ed.). Covered are semiskilled, skilled, technical, clerical and sales, and paraprofessional occupations, as well as self employed workers and jobs for supplementary income. The book is geared for a reading level of 6.3. New Reader's Press. 64 pages. 1974. $1.60.

PENNscript. PENNscript Production Center. Included are 100 job descriptions. PENNscript Production Center. Free.

People at Work, Set 1. A set of four sound filmstrips in full color with 33⅓ rpm records or cassette tapes surveys four groups of related jobs to help young children become aware of the great variety of work performed in each career field. These filmstrips focus on real people working at real jobs and how the various jobs in each group are related, underscoring the significance of work both to the individual and to the community. Imperial Educational Resources, Inc. No. 3RG 21000, 4 filmstrips, 4 records, $56.00; No. 3KG 21000, 4 filmstrips, 4 cassettes, $62.00; 1 full color filmstrip with record, $16.00; 1 full color filmstrip with cassette, $17.50.

Popeye Career Awareness Program. Popeye the Sailor and other cartoon characters get involved with all kinds of jobs from all 15 career clusters. The set contains comic books (15 titles of 10 each). King Features. $45.00.

The Ungame. A structured game with dye, markers, gameboard, and instruction card was originally designed to develop communication skills and awareness of self and others, but it can be modified to encourage the development of career awareness. The Arden Press. $7.95.

Real People at Work. This continues the series' major objective of promoting awareness of the wide variety of careers available in the world of work. The 10-cluster concept is continued, but now greater effort is made to show how careers in all clusters might interrelate in a large industry. Components include 4 sound filmstrips and 120 books (30 titles, 4 copies of each) which portray real people at work in the many jobs that keep the electric power industry operating: 10 pads of work experience sheets; 2 bulletin board display projects; 5 spiritmasters; and a guide to teaching. These components for Real People at Work (No. 6046) cost $199.50; additional sets of books (No. 6047) cost $45.00; and additional sets of task-stimulation sheets (No. 6048) cost $20.00. Changing Times Education Service.

The Valuing Approach to Career Education. Multimedia instructional systems for K-8 stress mastery of career education concepts and critical thinking skills through valuing. Filmstrips, cassettes, storybooks, puppets, games, and activities are used to develop and teach concepts relating to work, work roles, vocational choice, and career development. Education Achievement Corp. K-2, $347.50; 3-5, $499.95; 6-8, $459.19.

When I Grow Up. A series of five filmstrips with audiocassettes explores a job(s) within a career cluster and also individuals who have achieved a satisfactory vocational adjustment. ACI Films, Inc. $80.00 (including teacher's guide).

When I Grow Up I Want To Be. Flannel board manipulations include figures, clothing, and accessories for 36 different occupations. Instructo Corp. $7.95.

Why Work? This film of discussion groups of upper elementary, junior, and senior high students is intended to stimulate class discussion. Houghton-Mifflin. $150.00 for sale; $15.00 for rental.

Wisconsin Instant Information System for Students and Counselors. An information storage and retrieval system which employs aperture cards, microfilm mounted in an aperture, or keypunch cards. Covers occupational information, including training resources, about a number of nonprofessional jobs. It requires a special reader-printer. Additional information is available from: Supervisor, WISC Project, Wisconsin Dept. of Public Instruction, 126 Langdon St., Madison WI 53702.

Working in the World. An exploration of job definitions in the modern world, this series examines in live photography what many people do to make a living. Filmstrips average 40 frames, 6:30 minutes. The filmstrips included are: The Farm Is for Me; A Factory Hums Along; A Hospital Helps People; School Days; Everybody Eats; and Trucks, Boats, and Planes. Clearview, Inc. No. CL583-C, 6 filmstrips, 6 cassettes, $69.40; No. CL583-R, 6 filmstrips, 3 records, $69.40; individual filmstrips with accompanying cassette or record, $12.95.

The World of Work. Kay Koschnick & Stephen Ludwig (Ed.). Totally revised, this new book tells about kinds of jobs, where the jobs are, where to get counseling and training; provokes thought about choosing a line of work and tells about methods to use in the job search; and explains the special language of want ads and gives tips on the art of job interviewing. Teenagers, older workers, and handicapped persons get special coverage in separate chapters. An entire section gives detailed information on fringe benefits, unions, and laws about workers' rights. It is written for a reading level of 6.4. New Reader's Press. 48 pages. $1.50.

18. Selecting and Planning Occupational Choices

Career Awareness. On the job action color photography and interesting story lines make children aware of the great diversity in the world of work and the need for many talents. Filmstrips illustrate specific responsibilities, educational background needs, and advancement opportunities. Teachers' guides outline meaningful career projects that can be integrated with your curriculum in language arts, speech development, social studies, and mathematics. Educational Activities, Inc. Each part consists of: No. FSR, 4 full color filmstrips, 4 records, guide, $52.00; No. FSC, 4 full color filmstrips, 4 cassettes, guide, $56.00.

Career Choice Game 1973. A team game assists students in their conceptualization of the elements and the process involved in an individual's career development. Included are career choice lists, time energy cards, game money, score sheet and a scoring guide. Houghton-Mifflin. Available in Career Education Program, Vol. III, Unit 2, Lesson 3 by H. E. Wysong.

Career Exploration and Planning. B. E. Shertzer (1973). Especially useful are Chapter 3 on Decision Making and Chapter 11 on Planning Your Vocational Development. Included are text, student workbook, and teacher's manual. Houghton-Mifflin. $7.65.

Career Values: What Really Matters to You. A five part audiofilmstrip unit introduces the idea that personal values are a crucial determinant of job satisfaction. Parts I through V are: Introduction, Chance-taking, Work Environment, Personal Commitment, and Time. Houghton-Mifflin. $97.50.

Choosing the Kind of Job You Want. Help your students analyze a job critically and determine their own personal preferences. Multimedia learning resources are used. What Are You Looking For?, the first filmstrip, presents interviews with men and women who tell what they like about their jobs (109 frames). Meeting Your Needs, the second filmstrip, continues with interviews designed to highlight contrasting work characteristics (117 frames). Choosing the Kind of Job You Want, a 24 page book of case studies, informative articles, and challenging value clarification activities deals with work aptitudes, attitudes and job characteristics (30 copies). Can You Spot Your Abilities? and Job Profile Sheet use two spiritmasters to guide students in identifying and evaluating career preferences. Blue-collar vs. White-collar: What are the Prospects? and Blue-collar, White-collar: Who Employs Them? use 2 transparencies to give the career explorer perspective in deciding between these 2 broad categories of occupations. Guide to Teaching describes program rationale and objectives. Each unit lists key generalizations and details a variety of approaches for dealing with kit components. Changing Times Education Service. $79.50.

Creating Your Future. (Especially Module E, Planning Your Future). A mediated career education instructional package is designed for underachieving adolescents and adults. Education Achievement Corp. Six modules and consumables for 30 students, $897.50.

Decision Making for Career Development. Don Parker, Shelby Parker, & William Fryback. Students hear a description of a work situation and some work-related problem, adopt the roles, define the problems, and act out the alternatives. The student is given an opportunity to analyze decisions and the process of decision making, especially in relation to his own career development. Science research Associates. 5-410 Kit: $59.00.

Exploring the World of Work. These recordings for junior and senior high stimulate thinking about career opportunities and encourage a study of occupations. The student is urged to work closely with his guidance counselor in gaining a better understanding of himself and the vocations best suited to his abilities. They focus on the interest areas of the Kuder Vocational Preference Record. Educational Activities, Inc. Six LP records, $39.00; 6 cassettes, $52.50; profile folder (pkg. of 100), No. S-41533, $8.95; stencils for IBM 805 machine scoring (set of 3), No. S-1536, $2.50; teacher's handbook, No. S-1532, $.70.

EXPOIO: Exploring Career Interests. Students are helped to explore a wide variety of occupations and career clusters and motivated to look at the world of work and their place in it. The ten basic areas are based on the Kuder E interest areas. One kit contains all necessary materials for teacher and class of 25 students on a grade level of 5-8. Science Research Associates, Inc. Write publisher for price information.

Finding Your Job Career Briefs. Detailed job descriptions are given for several occupations. Finney Publishing Co. $24.50 (1 unit, 5 volumes); $146 (complete set of 6 units).

Help Yourself to a Job Workbooks. Parts I, II, and III. Part I covers the various steps leading to a job, including filling out an application form. Part II explains the difference between skilled, semiskilled, and unskilled jobs, and also includes lessons pertaining to base pay, withholding tax, fringe benefits, and social security. Part III explains employer-employee relationships, lists sources of employment, and offers helpful suggestions for keeping a job. Finney Publishing Co. $1.50 each.

It's Up to You. A film intended to assist students in making occupational choices provides them with the perspective of two 19 year olds. Houghton-Mifflin. $150.00 sale, $15.00 rental.

It's Your Life: Individual and Career Guidance. J. J. Pancrazio. Although portions of this text focus on such issues as college choice and drug use, career decisions are dealt with extensively. The reading level is 5.5 Teacher's guide is available. Benefic Press. $3.60; teacher's guide, $1.05.

Jobs for Which a High School Education Is Preferred But Not Essential. Booklet gives a brief description of a number of occupations, some of which appear appropriate for EMR students. Covered are occupation, qualifications and training, and employment opportunities and trends. Reprints of specific occupations described in this booklet are available at $.25 to $.30 per copy. United States Department of Labor.

Merchandising Your Job Talents. This pamphlet offers techniques on how to market your knowledge, skills, and experience effectively when looking for a job. It offers suggestions on how to find out about the jobs, how to write a resume, writing a letter of application, and how to handle a job interview. United States Department of Labor. No charge.

Occupations and Careers. S. N. Feingold & S. Swerdloff. A text designed for an occupations course emphasizes both self awareness and factual knowledge about the world of work. McGraw-Hill, Webster Division, Singer Education Division. $6.72.

Occupations 1. C. Blakely (Ed.). Information about job qualifications, pay, and advancement is taken largely from the *Occupational Outlook Handbook.* Information is organized into service occupations, service occupations in government, paraprofessional occupations, clerical occupations, hotel and restaurant occupations, driving occupations, and skilled manual occupations. It is written on a reading level of 3-4. New Readers Press. $1.60.

Occupations 2. D. Schroeder (Ed.). Information about job qualifications, pay, and advancement is taken largely from the *Occupational Outlook Handbook.* Information is organized into semiskilled occupations, skilled occupations, paraprofessional occupations, self employed occupations, and supplemental occupations. It is written on a reading level of 3-4. New Readers Press. $1.60.

Singer/Graflex Vocational Evaluation System. This is a hands-on evaluation technique which attempts to measure both aptitude and interest. The system includes 17 work stations each of which affords the student the opportunity to actually perform tasks common to actual jobs. A work station includes all necessary tools and equipment, including audiocassette tapes, filmstrips, and evaluator's manual. The system is useful both for estimating a student's potential and also for allowing him to explore new vocational areas. Work stations included are plumbing and pipe fitting, cooking and baking, masonry, drafting, etc. The system requires minimal reading. Singer Education Division. The average cost of a work station is about $1,000.00.

What I Like to Do. C. E. Meyers. Easy to use self scoring and profiling interest inventory yields interest pattern for youngster's preferences in play, academics, arts, occupations, and reading. Written on a grade level of 4-7 it can be administered by teacher or aide in 45 minutes. Science Research Associates, Inc. Answer sheets (pkg. of 100 and 3 examiner's manuals 1-4 pkgs.), No. S-61537, $10.80.

World of Work Kit. Anderson, et al. Fifty four-page fiction stories illustrate a variety of job situations and realistic job demands. Stories are written at a fifth-grade reading level. McGraw-Hill Webster Division. $99 (entire kit); $1.98 (individual stories, 20 copies).

19. Exhibiting Appropriate Work Habits and Behavior

Career Decisions: Job Responsibilities. (See Unit 18 for complete details.) J. C. Penny Co., Inc.

The Job Ahead. Reading instruction and information about the working world is provided for nonacademic students. Stories emphasize attitudes and skills for success on the job and in society. Printed in three reading levels, each contains essentially the same information. Level I (grade 2 reading level), Level II (grade 3 and 4 reading levels), and Level III (grade 4 and 5 reading levels). Science Research Associates Inc. $17.95 (complete set); $10.40 (individual levels).

Job Attitudes: Trouble at Work. Explored are typical on the job conflicts as crackling dialogue and on-location photography portray tension between workers. Contents include 4 color filmstrips, 2 cassettes, and 1 teacher's guide. Guidance Associates. $37.35.

Job Survival Skills. A multimedia kit trains individuals in the critical skills, both personal and interpersonal, required for successful job performance. A variety of activities are used including gaming, role playing, discussion, and written activities. Instructor's manual is included. Singer Education division. $444.95.

Keeping a Job: Attitudes, Work, People. A series of five study units each are comprised of a motivational filmstrip elaborating the basic concept, a skill development filmstrip emphasizing functional academic skills, and a programed student study manual. The five units are: The First Day on the Job, Getting Along on the Job, Safety on the Job, The Role of the Union, and On the Job Benefits. Educational Projections Corp. $112.50.

New Rochester Occupational Reading Series. The Job Ahead. The same text and five exclusive books are provided at three different reading levels (2, 3 and 4, and 4 and 5). Emphasized are vocational attitudes and skills in conjunction with reading instruction. Teacher's guide is available. Science Research Associates, Inc. $30.75 (specimen set).

Unemployed Uglies. R. D. Howard. A program of instruction emphasizes what not to do on the job. Included is a teacher instruction book with 20 cartoons and jingles. Book comes with 20 pupil pads. Frank E. Richards Publishing Co., Inc. $29.75.

Your Attitude Is Changing. Designed to close the gap between the untrained individual and the employment requirements of all organizations engaged in service and selling, this book helps to improve the attitude of the slow learner and prepares this person for a career. It is a guidance book written at the sixth grade reading level, oriented to adult work. Science Research Associates, Inc. $4.76; teacher's guide, $.92 or free with 8 or more copies of the text.

Your First Week on the Job. Humorous dramatizations are used to present some of the situations likely to be faced by a new employee. The set includes a two part audiofilmstrip package. Guidance Associates. $37.50.

20. Physical-Manual Skills

At Your Fingertips Series. These films are designed for the development of small muscle groups in relation to visual perception as well as to kinesthetic feedback. Manual dexterity is particularly important and simple creative crafts are an excellent vehicle for this type of growth. Included are boxes, cylinders, floats, grasses, play clay, sugar, and spice. Six short films demonstrate the variety of interesting objects which can be made using everyday materials and "round objects." 10 minutes each. Color. Rental purchase plans available. ACI Films, Inc. $700 (set); $130 (each film separately).

Daily Sensorimotor Training Activities. W. T. Braley, G. Konicki, & C. Leedy. This book contains lesson plans for a 17 week program designed to improve the perceptual awareness and motor skills of young children. Stanwix House, Inc. No. 316. $5.25.

Developing Perceptual-Motor Needs of Primary-Level Children. A 2 record 33⅓ RPM album helps the pupil establish perceptual-motor skills. Training includes the sequential development of agility, balance, and a combination of balance and locomotor ability. Stanwix House, Inc. No. 1304. $12.50.

Dubnoff School Program 2. A comprehensive program of pattern board exercises develops perception of form, position, direction and orientation, and fine coordination skills. Pattern cards are grouped in five units of increasing complexity: straight lines and angular alphabet forms; single simple forms and multiple forms in one pattern; mirror image patterns; figure-ground patterns and complicated multiple forms; and activities for transition to pencil and paper. Instructor's guide is included. Designed for children 5 to 8 years of age developmentally, the set includes hardwood pattern board, 160 pattern cards in indexed file box, 135 rubber bands in six colors, 50 "L" and "R" adhesive labels, directionality chart, 3 spirit masters, and a guide. Teaching Resources Corp. No. 20-210. $36.00.

Frostig Move-Grow-Learn (MGL) Program. M. Frostig. A movement education program designed to foster perceptual-motor development includes body awareness, coordination, agility, strength, balance, and creative movement activities and a teacher's guide. J. A. Preston. $13.28.

Hand Rhythms. Twelve activities develop manual dexterity, rhythmic ability, and arm muscles. The Instructor Publications, Inc. No. R-2203 (10" 33⅓ RPM record), $5.95.

Pennsylvania Bi-Manual Worksample. A test of motor skills employs simulated work tasks to evaluate dexterity and coordination for assembly type jobs. It may also be used as developmental exercises. J. A. Preston. $34.00.

Perceptual Development through Paper Folding. D. Kaplan. Here's everything you need to teach the ancient Japanese art of origami. The clear, carefully-tested recorded instructions help improve motor perception and tactile ability. Very simple to more complex projects are progressively taught. Educational Activities, Inc. No. KR9010 (LP record, illustrated guide, 500 6" × 9" sheets of special origami paper), $13.95; No. KR9010 (cassette, guide, paper), $14.95.

Purdue Pegboard Test. This test of manipulative dexterity may also be used as a training device. J. A. Preston. $27.50.

Wide Range Employment Sample Test. J. F. Jastak. An evaluation battery comprised of 10 simple work samples, it may also have utility as a developmental exercise, both for physical-manual skills and also general work habits. Normative data are provided both for sheltered workshop clients and for employed industrial workers. Guidance Associates of Delaware, Inc. $530.00 (includes manual, samples, and 25 forms).

21. Obtaining a Specific Occupational Skill

Accent/Jobs and Job Models. Three booklets each focus on the job experiences of young adults: Paycheck, Retail Salesclerk-Yardgoods, and Service Station Attendant. Follett Publishing. $.75 each; $1.50 for each instructor's manual.

Accent/World of Work. B. Dave & E. Wolfe. The series includes four pamphlets: Getting a Job, You and Your Occupation, Keeping that Job, You and Your Pay. Instructor's manual is available for each pamphlet. It is geared for a reading level of grade 3-4. Follett Publishing Co. $.75 each; instructor's manuals, $1.50 each.

The Auto Book. W. H. Crouse. A comprehensive presentation of the automobile and automotive mechanics, written at a "low reading level," includes a study guide, a workbook, 15 audiocassettes, and a test booklet. McGraw-Hill. $12.50.

Clothing Services. Curriculum guide for teaching a clothing laboratory training course to students with special learning needs includes construction, assembly line production, alterations, repair, laundry, dry cleaning procedures, and packaging and storing clothes. Home Economics Instructional Materials Center. $10.00.

Elementary Baking. W. J. Sultan. A basic guide to baking with step by step instructions and illustrations includes a student workbook and instructor's guide. McGraw-Hill Book Co. $7.50, $4.50, & $2.50, respectively.

Food Preparation. H. Andrews. A basic text which covers both the theory and practice of short order and quality cooking includes numerous recipes and suggestions for classroom use. McGraw-Hill Book Co. $7.25.

Food Services. Curriculum guide for teaching a laboratory course in food to students with special learning needs includes job opportunities, equipment for commercial food production sanitation, safety, food production, and customer service. Home Economics Instructional Materials Center. $10.00.

General Power Mechanics. P. Worthington, M. Margules, & W. H. Crouse. This text enables students to acquire basic understanding and skills in the repair and maintenance of common prime power sources used in today's technology. Technical terms are highlighted in bold face type and are defined and explained when first introduced. Reading level is controlled at approximately grade 7. Webster/McGraw-Hill. No. 07-071890-3. $7.47.

Professional Restaurant Service. E. Harris. This text for on the job training of waitresses and waiters is presented in a highly readable format. McGraw-Hill Book Co. $5.60.

Small Appliance Repairs. R. W. Newnham. This text is intended to introduce basic electricity and the fundamental skills required for appliance repair. McGraw-Hill Book Co. $6.85.

Small Engines: Operation and Maintenance. W. H. Crouse. A complete course of study provides small engine technicians with entry level occupational skills. Included is a workbook with 24 laboratory exercises. McGraw-Hill Book Co. $5.95 & $2.50.

Succeeding in the World of Work. Kimbrall & Vineyard. A career education text covers both job finding skills and also those skills necessary for a satisfactory vocational adjustment. Also available is a student workbook and teacher's gudie. McKnight. $5.97 (text); $1.98 (workbook).

Turner Career Guidance Series. R. H. Turner. The set provides 138 structured daily lessons in 6 workbooks. Titles include: Wanting a Job, Starting a Job, Training for a Job, and Changing a Job. Reading level is grade 5 to 6. Follett Publishing Co. $.90 (workbooks); $1.50 (teacher's guide).

Understanding the Automobile. J. H. Beck. This program is specifically designed as a basic text for use with MDTA programs, OJT, vocational, agricultural courses, and others; follows MDTA specifications for content and organization; gives an overview of the nine basic systems of the automobile so that the reader immediately has a full picture of how an automobile operates; and is suitable for reading levels 7-1. Follett Publishing Co. No. 1955. $2.25 (instructor's answer key included).

Welding. J. A. Pender. This introductory text provides all the basic welding fundamentals through illustration and practical exercises. McGraw-Hill Book Co. $6.64.

The World of Construction. A full year course explores the methods and practices of the construction industry. The package includes simulated activities, hands-on laboratory experiences, games, audiovisual materials, text, and teacher's guide. Separate elements may be purchased individually. McKnight. Price range $1.50-$317.55.

The World of Manufacturing. A full year course explores the industrial process from raw material to finished product. Both organizational and technical processes are studied. The entire package includes text, teacher's guide, and a variety of materials to simulate experiences. McKnight. Prices for separate components range from $1.50 to $215.00.

22. Seeking, Securing, and Maintaining Employment

Basic Skills on the Job. E. R. Young. Lessons are printed on spirit masters for use with special education students. One book in a series of six, this book covers want ads, writing neatly, the job application, the resume, figuring time, measuring, pricing, alphabetical order, filing, and bar graphs. The set contains 24 master lessons, each master guaranteed to make 250 copies. Warren's Educational Supplies. No. 853. $7.95.

Career Decisions: Finding, Getting, and Keeping a Job. (See Unit 18). Applicable here and to the two sections, Job Description and Applications and Job Responsibilities, this set includes worksheets, transparencies, and a teacher's guide. J. C. Penny Co., Inc.

Career Education Program. Vol. III. H. E. Wysong. Unit 4, Lesson 3 is concerned with Looking for a Job. Included are suggested activities and duplicating masters. Time Share. $21.00.

Career Exploration and Planning. B. E. Shertzer. Especially helpful is Chapter 13 on Looking, Applying, and Interviewing for a Job. Included are text, student workbook, and teacher's manual. Houghton-Mifflin. $7.65.

Getting a Job. F. Randall. This book shows students the procedure for finding and applying for a job and discusses on the job training and government programs, wages, taxes, social security, and work laws. It is written on a reading level of 3-6. Fearon Publishers. $2.00.

How to Get a Job. W. A. Fraenkel. Written to be understood by an employable retarded person, the pamphlet describes basic steps in looking for and holding a job. 30 pp. National Assn. for Retarded Citizens. Single copies free.

How to Get a Job and Keep It. D. Gable. A workbook provides information and exercises on seeking, applying, and interviewing for a job. Included is a teacher's manual. Steck-Vaughn Co. $1.14.

I Want a Job. The set includes 15 transparencies, suggestions to teachers, and one copy of a student's workbook. Topics covered include: I Want a Job, Birth Certificate, My Social Security Card, When I Have Filled Out My Form, Where Can I Go to Find a Job, To Get A Job I Must Fill an Application Blank, What Is an Interview, I Will Want to Wear the Right Clothes, The Way I Speak in an Interview Is Important, I Must Be Prepared to

Answer Certain Questions, Birth Certificate Should be Kept in a Safe Place, Work Permits, and Health Certificates. Mafex Associates. $27.50.

Job Hunting: Where to Begin. An audiofilmstrip presentation in two parts attempts to clarify student understanding of employment resources. Guidance Associates. $37.50.

The Jobs You Get. R. H. Turner. A student workbook covers such topics as job applications, how to read want ads, job interviews, letters of reference, private versus state employment agencies, and improving your speech and your handwriting. The set is suitable for reading levels 4-6. Teacher's guide covers the 6 book series. Follett Publishing Co. No. 0534, $1.20; teacher's guide, $1.65.

The Letters You Write. R. H. Turner. A student workbook covers such topics as the parts of a letter, job relocation, life in the Marine Corps, making friends, letters of application for jobs, and adjusting to change. The series is suitable for reading levels 5-6. Teacher's guide covers the 6 book series. Follett Publishing Co. No. 0586, $1.20; teacher's guide, $1.65.

The Newspaper You Read. (See Unit 17 for complete details.) Follett Publishing Co.

Occupational Notebook Program. I. D. Cook. This is specifically designed for the academically retarded. Parts II and IV deal with obtaining and keeping a job. Included are a student workbook and teacher's guide. Research Press Co. $2.00 (workbook); $3.00 (teacher's guide).

Pete Saves the Day. A story approach introduces varied employment concepts. Two specially prepared stories show students the basic elements in applying for employment. Mafex Associates. $1.75 (individual text); $.95 (individual activity book); $2.50 (combined); $1.75 (teacher's guide).

Prevocational Orientation and Guidance. Unit II on Finding Work. Filmstrips and learning manuals present basic content in conjunction with academic skill development. Described is adult basic education. Teacher's manual is included. Educational Projections, Corp. $120.00 (entire package, 6 kits).

Your Job and Your Future. J. Olsen. Two illustrated language arts workbooks designed for the educationally disadvantaged urban student focus on skills required for job procurement. McGraw-Hill Webster. $1.11 each.

Your Job Interview. Designed to guide a young job seeker through his first interview, it demonstrates why preparing is a vital step toward getting a job. Contents include 2 color filmstrips, 2 cassettes, and 1 teaching guide. Guidance Associates. $37.35.

LIST OF MANUFACTURERS

AAHPER Publications-Sales
1201 16th Street, NW
Washington DC 20036

ACI Films, Inc.
35 West 45th Street
New York NY 10036

American Guidance Service, Inc.
Publisher's Building
Circle Pines MN 55014

The Arden Press
8331 Alvarado Drive
Huntington Beach CA 92646

Argus Communications
7440 Natchez Ave.
Niles IL 60648

Benefic Press
10300 W. Roosevelt Rd.
Westchester IL 60153

Burgess Publishing Co.
426 S. 6th Street
Minneapolis MN 55415

California Literacy, Inc.
248 E. Main Street
Alhambra CA 91801

Changing Times Education Service
1729 "H" Street, NW
Washington DC 20006

Channing L. Bete Co., Inc.
45 Federal Street
Greenfield MA 01301

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus OH 43216

Clearview Inc.
6666 N. Oliphant Ave.
Chicago IL 60631

Developmental Learning Materials
7740 Natchez Avenue
Niles IL 60648

Dick Blick Company
PO Box 1267
Galesburg IL 61401

Edmark Associates
13249 Northup Way
Bellevue WA 98005

Education Achievement Corp.
PO Box 7310
Waco TX 76710

Educational Activities, Inc.
1937 Grand Ave.
Baldwin NY 11510

Educational Activities, Inc.
PO Box 392
Freeport NY 11520

Educational Projections Corp.
3080 Lake Terrace
Glenview IL 60025

EPS Inc.
2304 East Johnson
Jonesboro AR 72401

Fearon Publishers
6 Davis Drive
Belmont CA 94002

Finney Publishing Co.
3350 Gorham Avenue
Minneapolis MN 55426

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago IL 60607

Frank E. Richards Publishing Co.
PO Box 66
Phoenix NY 13135

Golden Press, Inc.
850 Third Ave.
New York NY 10022

Guidance Associates
757 3rd Avenue
New York NY 10017
212-754-3700

Guidance Associates of Delaware, Inc.
1526 Gilpin Avenue
Wilmington DE 19806

Guidance Econ. Instructional Materials Ctr.
Texas Tech. University
PO Box 4067
Lubbock TX 79409

H and H Enterprises
Box 3342
Lawrence KS 66044

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5. Resources

Lynda L. West

Followup research on the community functioning of former educable retarded students has found a relatively poor overall adjustment for most of these individuals (Brolin, 1972; Brolin, Durand, Kromer, & Muller, 1975; Tobias, 1970; and others). With the current mandate to educate handicapped students in regular classrooms, many questions are being raised as to whether, in practice, this can be appropriately carried out. The career education approach can be the vehicle educators are seeking to meet the needs of these students and serve as the means for accommodating them into the ongoing educational process.

The following resources may be used to help educators, community workers, and parents prepare for their participation in implementing the Life Centered Career Education Curriculum with handicapped students. Materials are arranged alphabetically by author within each competency category. General sections on career education, mental retardation, mainstreaming, and resources for parents are also included. Contributing to this chapter were Marty Salamack, Charles Stocker, and John Noland.

COMPETENCY UNITS

DAILY LIVING SKILLS

1. Managing Family Finances

Berkman, G. Teenagers are making it work: An activity center in a special school. *TEACHING Exceptional Children*, 1974, *6*, 127-133.

This article describes a program in which teenage educable retarded students are learning real life skills as they manage their own commercial enterprise in an activity center. The general objectives are to teach students in the areas of social competency, money, time, and measurement.

Donovan, M. R. With five dollars and enthusiasm. *TEACHING Exceptional Children*, 1974, *6*, 185-191.

A pictorial article demonstrates how a high school special class opened and operated a small store within the school. It aided in the learning of retail trade, work habits, finance, cooperation, and leadership.

Iceman, J. A. Working with money. *Pointer*, 1974, *19*, 102-104.

This article is about a secondary school teacher who found that many of her students could not count money. She provided weekly practice with workbooks, dittos, and play money. The contents of the article include teaching money skills, making a money game, a reward activity involving problems with money, and other money activities.

2. Selecting, Managing, and Maintaining a Home

Perske, R., & Perske, M. Learning to live in an apartment: Retarded adults from institutions and dedicated citizens. *Mental Retardation*, 1973, *2*, 18-19.

After many years of life in an institution, adult mentally retarded individuals are moving into apartments in an attempt to develop in the community as near to normal as possible. A project instituted in Omaha involved 18 innovative men and women who became "live in" friends with 30 mentally retarded adults in order to help them make a successful transition in the community. After observing these innovative apartment relationships in action, three important conclusions can be reached: (a) The major problem is not the adult's retardation—it is the fact that he or she lacks the experience of living in a real community. (b) Watching learning unfold before one's eyes can be a pleasant experience for a live in friend. (c) Lay people are able to successfully gather substantial data on how a citizen can live creatively with a retarded person; the professional agency now needs to be aware of such information gained by involvement in actual live in situations.

3. Caring for Personal Needs

McMullen, D. A. Teaching protection words. *TEACHING Exceptional Children*, 1975, *7*(3), 74-77.

A program teaches trainable retarded children the basic survival and protection words necessary for daily living. Being able to recognize and understand these basic words enabled them to make independent judgments when an emergency situation arose.

Thompson, M. M., & Faibish, G. M. The use of filmstrips in teaching personal hygiene to the moderately retarded adolescent. *Education and Training of the Mentally Retarded*, 1970, *5*, 113-118.

Trainable mentally retarded adolescents were taught personal hygiene under two conditions—one by demonstration, the other by the same demonstration plus a filmstrip. The article reports that the use of filmstrip increased learning in several areas of hygiene, and particularly appeared to improve generalization of newly learned habits from the classroom to the home.

Saunders, R. H. Take a giant step to independent living—Toothbrushing for severely handicapped children. *TEACHING Exceptional Children*, 1976, *9*(1), 7.

The article describes unique toothbrushes and systematic hygienics that can help make independence a reality for children with multiple handicaps and retardation ranging from moderate to severe.

Meyen, E. L. Sex education for the mentally retarded. *Mental Retardation*, 1971, *9*, 46-49.

The article deals with using a workshop approach to instruct and influence attitudes for the teacher of the educable retarded in sex education.

4. Raising Children and Enriching Family Living

Edmonson, B., & Wish, J. Sex knowledge and attitudes of moderately retarded males. *American Journal of Mental Deficiency*, 19[illegible], *80*, 172-179.

This article stresses the importance of preparation of retarded young people for sexual responsibility. In semi-structured interview sessions, 18 moderately retarded men undergoing deinstitutional training were questioned to determine their knowledge and understanding of pictures of dating, masturbation, marriage, intercourse, pregnancy, childbirth, etc. The results of this experiment were of a wide range with the lowest only answering 10% correctly, the median consisting of 28 % correct, and only 1 subject answering as many as one-half of the items. Serious errors of fact and conceptual confusion were found in at least some responses by all of the men.

Floor, L. A survey of marriages among previously institutionalized retardates. *Mental Retardation*, 1975, *13*, (2), 33-37.

The ability of retarded individuals to handle the responsibilities of marriage and parenthood has been seriously questioned. This report investigates the marital status of 80 previously institutionalized retarded people, discusses possible effects of institutionalization, and suggests how rehabilitative programs can improve chances of future marital success.

Holt, L. E., Joiner, L. M., Holt, A. F., & Shatfer, A. J. Silvia versus Red Cross Methods in teaching swimming to EMR children. *American Journal of Mental Deficiency*, 1970, *74*, 483-487.

This study compared the Red Cross and Silvia (Hand & Foot Concept) methods of teaching beginning swimming to the mentally retarded. Educable retarded subjects were randomly selected from a population of 150 children 12 to 15 years of age and given 6 weeks of experimental swimming instruction.

Kempton, W. Sex education—A cooperative effort of parent and teacher. *Exceptional Children*, 1975, *41*, 531-535.

"Parents and teachers have separate but complementary roles in helping to make the exceptional child's sexuality a positive part of his total sense of self." This article deals with parents and teachers working closely together on this matter.

Krishef, C. H. State laws on marriage and sterilization of the mentally retarded. *Mental Retardation*, 1972, *10*, 36-38.

This survey reveals the extent to which marriage and sterilization of retarded persons has been legislated.

Ladd, G. M., & Abbott, J. M. . . . any reason why this mentally retarded couple should not be joined together. . . . *Mental Retardation*, 1970, *8*, 45-48.

Should mildly retarded individuals marry? The authors of this article feel they should and describe the procedures and services offered to retarded individuals at a state institution in New Jersey.

Maddock, J. Sex education for the exceptional person: A rationale. *Exceptional Children*, 1974, *40*, 273-278.

This article says that distorted aspects of sexual expression in retarded persons may result from underexposure to sexual stimuli, not overexposure. He says that they should receive a comprehensive sexual education for their own and society's good.

7. Engaging in Civic Activities

Bordwell, M. A community involvement program for the trainable adolescent. *TEACHING Exceptional Children*, 1975, *7*, 110-114.

This article is about a program set up to encourage trainable retarded adolescents to become involved in and aware of the community. "Community exposure is a valuable aspect of a school program. . . . Such exposure can provide practical reinforcement of skills taught in schools, expose the students to possible future interests and activities after completing school, and can add new interest and motivation to the school program."

Cleland, C. C. Voting behavior of institutionalized mental retardates. *Mental Retardation*, 1973, *11*, 31-34.

Recent extensions of legal rights to the retarded and the mentally ill and the lowering of the voting age insure that numerous retarded people, both noninstitutionalized and institutionalized, will vote. The present study of private and state institutionalized retarded persons voting in a mock election reveals (a) a desire to engage in voting, (b) a high percentage of spoiled ballots, and (c) a need for some education on the voting process. Implications for normalization are also discussed.

Gerard, E. O. Exercise of voting rights by the retarded. *Mental Retardation*, 1974, *12*, 45-47.

Because of the sparse literature, the author concluded that few retarded persons exercise their right to vote. A group of 40 retarded individuals were taken to the Country Counsel, passed their screening, and were allowed to vote.

Gozali, J., & Gonwa, J. Citizenship training for the EMR: A case of educational neglect. *Mental Retardation*, 1973, *11*, 49-50.

Evidence points out that educable retarded youngsters have nonparticipatory roles in other aspects of living.

Kokaska, C. J. Voter participation of the EMR: A review of the literature. *Mental Retardation*, 1972, *10*, 6-8.

This article focused on the frequency and percentage of the educable retarded citizens (with special education) in voting. The author reviewed six sources of information relative to voter participation of former educable mentally retarded students. It was found that the retarded vote but with less frequency than the larger contrasting populations within their community. Discussed are some reasons for this problem and suggestions for curriculum content, which focus on the development of social competency.

Osborne, A. G. Voting practices of the mentally retarded. *Mental Retardation*, 1975, *13*, 15.

Many mentally retarded adults can vote in general elections competently if they are given the opportunity and some basic instruction in voting. This paper reviews the literature concerning the rights of retarded persons to vote, the frequency with which retarded persons actually vote, and the capabilities of the retarded person to vote. The author concludes that with proper instructions our mentally retarded citizens are able to vote and that voting instructions should be made a part of the curriculum for the retarded.

Warren, A. & Gardner, D. C. Voting knowledge of the mildly retarded. *American Journal of Mental Deficiency*, 1973, *78*, 331-333.

A study was done to see how well retarded adults exercise citizenship rights. Results from the test were that more retarded persons scored below the total median than above it. From this test limited knowledge by retarded persons of voting issues and facts was noted. Although test items were basic facts many of these educable students seemed ill informed on the task of voting.

Warren, S. A., & Gardner, D. C. Voting knowledge of the mildly retarded. *Exceptional Children*, 1973, *40*, 215-216.

If retarded persons are granted the right to vote then they should also have the right to be educated in the methods of voting and of making wise choices. In studies in Massachusetts and New Hampshire it was found that in a test about the election the median score for the educable group was 7.5 out of 18 items.

8. Utilizing Recreation and Leisure Time

Amary, I. B. *Creative recreation for the mentally retarded*. Springfield IL: Charles C Thomas, Bannerstone, 1975.

The author points out the importance and objectives of recreation in the positive development of mentally retarded persons. This book gives a step by step description of the preparation and implementation of games and activities designed to meet the needs of mentally retarded persons in a residential facility, school, home, or other environments.

Bordwell, M. A community involvement program for the trainable adolescent. *TEACHING Exceptional Children*, 1975, *7* (4), 110-114.

Described is a program developed for trainable adolescent students to enable them to become participating members of their community, to partake of the available resources, and also to learn how they can follow the community's accepted social rules.

Carlson, B. W., & Ginglend, D. *Recreation for retarded teenagers and young adults*. Nashville: Abingdon Press, 1968.

The book was written for recreational leaders, classroom teachers, volunteers, and parents. It presents guidelines for planning and leading activities for mentally retarded youth and young adults.

Chandler, C. R. "Babysitting" for houseplants—Responsibility, interest, and enthusiasm began to grow. *TEACHING Exceptional Children*, 1977, *9* (3), 61-63.

Trainable mentally retarded students operate a classroom "babysitting" service for houseplants. Students maintain a plant watering schedule and fertilize, prune, and pot their charges as they develop meaningful leisure time activities.

D'Alonzo, D. J. Rights of exceptional children to participate in interscholastic athletics. *Exceptional Children*, 1976, *43* (2), 86-92.

This study encompasses a national survey of rules and regulations governing the participation of exceptional children in interscholastic athletics and a search to determine why legal basis for the exclusion of exceptional children from such competition exists. Medical guidelines, playing rules, and a hierarchal structure of physical education and athletics are described.

Fitzgibbon, W. A rationale for crafts for the educable mentally handicapped. *Exceptional Children*, 1965, *32*, 243-246.

Crafts contribute toward the child's expanding concepts of reality, truth, and value. Motor and sensory experiences associated with crafts have prime importance in helping the child to think.

McDaniel, C. Participation in extracurricular activities, social acceptance, and social rejection among educable mentally retarded students. *Education and Training of the Mentally Retarded,* 1970, *5,* 4-14.

This study investigated how the participation of educable mentally retarded students in extracurricular activities affected their social acceptance and social rejection. Results indicated that involvement in extracurricular activities over a six week period increased social acceptance and decreased or stabilized social rejection.

Smiley, C. W. Playground for the mentally retarded. *American Journal of Occupational Therapy,* 1974, *28* (8), 475-477.

Requirements for an outdoor play area designed and planned specifically for the retarded child are described, including the rationale for each design element.

9. Getting around the Community (Mobility)

McCure, J. W. Including driver education in the special class curriculum. *TEACHING Exceptional Children.* 1970, *2,* 106-112.

This article sets forth the need for driver education in classes for the educable mentally retarded. It lists the skills needed to learn to drive and instructional programs to teach these skills.

Layton, B. L. A different approach. *Traffic Safety Newsletter,* 1976, *3,* 4.

This year the Alabama Individualized Driver Education Program had a statewide workshop which provided a new approach to some of the participants. The program includes pedestrian and traffic safety for all exceptional children in the state. There were workshops to instruct special education teachers in a driver education program.

MacWilliams, L. J. Travel and community experience for multiple handicapped students. *TEACHING Exceptional Children,* 1977, *9* (2), 49-51.

Described is a program in which severely and multiply handicapped adolescents learned to move about their community and use the resources the community has to offer. It provides a structure for transferring the learning of independence from an unstructured setting to a total lifestyle for special needs persons.

PERSONAL-SOCIAL SKILLS

10. Achieving Self Awareness

Andron, L. , & Sturn, M. L. Is "I do" in the repertoire of the retarded? *Mental Retardation,* 1973, *11,* 31-34.

Should retarded people marry? What services might be offered to aid the success of such unions? The authors have attempted to answer these questions in this descriptive study of married retarded couples in which both husband and wife evidence some degree of mental retardation.

Byrnes, M. A. Positive attitudes: A must for special programs in public schools. *TEACHING Exceptional Children,* 1976, *8,* 82-84.

The development of positive teacher attitudes is necessary for program success. A visible special education program can aid in acceptance of special children by the entire school.

Besfein, L. Self-concept and mental retardation: Theory, measurement, and clinical utility. *Mental Retardation,* 1974, *12* (4), 15-19.

A method is described to determine the extent of differences in personalities of mentally handicapped persons. It involves a general self evaluation questionnaire, a level of aspiration procedure, a risk taking choice, and a self comparison scale.

11. Acquiring Self Confidence

Burke, D. A., & Sellin, D. F. Measuring the self-concept of ability as a worker. *Exceptional Children,* 1972, *39,* 126-132.

This article discusses the relationship of self concept of ability to performance and the need for a measurement device for the self concept of work ability of retarded adolescents is identified. There is a scale described that teachers and vocational workers use. Statistical evidence concerning reliability and internal consistency are presented. The scale is offered for both research and program evaluation as well as client centered diagnostic purposes.

Carr, C. C., & McLaughlin, J. A. Self concepts of mentally retarded adults. *Mental Retardation,* 1975, *2,* 57-59.

The purpose of this study was to examine and compare (a) the mentally retarded adult's opinion of himself in relation to specific topics presented in class; (b) his view of himself in general; (c) his peers' evaluation of him; and (d) the teacher's prediction of his ability to perform as a member of the community.

Czbek, N., & Forehand, R. Factors influencing the moral judgments of retardates. *Mental Retardation,* 1973, *17,* 255-261.

Thirty-two retarded persons were chosen as subjects. The study examined the relationship between moral judgment of retarded individuals and a number of demographic and behavioral variables. The purpose was to determine which factors were primarily associated with changes in retarded individuals' moral judgment. Chronological age was the best predictor of a subject's level of moral judgment. Mental age, father's education, and father's occupation also correlated significantly with moral judgment. The results are discussed in terms of the influences of motivational and social learning factors.

Nitzberg, J. An interpretation of counseling in a habitation setting for retarded adults. *The Journal for Special Educators of the Mentally Retarded*, 1974, *2*, 23-25.

This is an interpretation of counseling and suggestions on improving the counselor-client relationship. Many problems that may arise within a shop are previewed in this article.

Perske, R. About sexual development: An attempt to be human with the mentally retarded. *Mental Retardation*, 1973, *2*, 6-8.

This article discusses how historical attitudes toward the mentally retarded person's sexual development have tended toward dehumanizing him. The author stresses the importance of sensitivity in dealing with educable individuals in this area of development.

12. Achieving Socially Responsible Behavior

Frank, A. R. Getting ready for junior high school. *TEACHING Exceptional Children*, 1975, *7* (4), 136-138.

This article points out the often forgotten fact that the transition from elementary to junior high school, which is difficult for most youngsters, is equally difficult for educable students of that age. This article suggests ways in which the teacher can ease the transition.

Halpern, A. S., Ratffield, I. L., & Link, R. Measuring social and prevocational awareness in mildly retarded. *American Journal of Mental Deficiency*, 1975, *80*, 81-89.

This article discusses the social and prevocational information battery which contains nine subsets measuring social and prevocational awareness. It was developed and normed on secondary educable mentally retarded pupils in Oregon. The battery is easy to administer, orally presented to eliminate reading ability as a determinant of performance, and relatively simple to score and interpret.

Kurtz, D. P., & Neisworth, J. T. Self control possibilities for exceptional children. *Exceptional Children*, 1976, *42*, 212-217.

This article was based on studies with "handicapped" children, and can be directly applied to retarded students on the secondary level. The topic was self control, its benefits in the classroom but particularly to the student, and "its step toward normalization and integration of exceptional children." The experiments conducted were successful on all age levels.

MacMillan, D. L., Forness, S. R., & Turnbull, B. M. The role of punishment in the classroom. *Exceptional Children*, 1973, *40*, 85-96.

This article challenges the notion that punishment has no lasting effect on behaviors or detrimental effects. An extensive review of the research in the area is contained in this article.

Mann, P. H., Beaber, J. D., & Jacobson, M.D. The effect of group counseling on EMR boys' self concepts. *Exceptional Children*, 1969, *35*, 359-366.

The effects of group counseling on the self concepts of educable mentally retarded students were studied. Results indicated that those who received group counseling tended to exhibit greater improvement in self concept, reduced anxiety, and better grades than those who did not receive counseling.

13. Maintaining Good Interpersonal Skills

Barker, H., Hall, J., & Morris, H. Sexual knowledge and attitudes of mentally retarded adolescents. *American Journal of Mental Deficiency*, 1973, *77*, 706-709.

Through the use of questionnaires retarded adolescents and their parents were interviewed concerning self concept, sexual attitude, and sexual knowledge to see how adequately the parents could predict how their children would respond. The total score of the questionnaire did not significantly differ from parent to adolescent although the adolescents did indicate a more liberal attitude than their parents predicted they would. The author stresses the need for education of both the adolescent and the parent in helping the adolescent become more mature in his sexual knowledge.

Bass, M. S. Sexual rights and responsibilities of the mentally retarded. *American Journal of Mental Deficiency*, 1974, *79*, 234.

This brief article is in essence a book review on a very important factor concerning the secondary educable mentally retarded student: sex. The review stresses the fact that retarded persons are human beings and that they are entitled to all that is involved in sexual expression. Basic suggestions are helpful not only to educators but also to parents of retarded individuals. The review tells of a Mr. Gordon who advocates a new approach for dealing with sex education.

Bennett, B. Vockell, & Vockell, K. Sex education for EMR adolescent girls. *The Journal for Special Educators of the Mentally Retarded*, 1972, *9*, 3-7.

How does a school program provide appropriate sex education for mentally retarded students? Their physical development often occurs at a normal pace while their ability to understand is far behind. This article discusses a study which implemented a program of sex education for educable mentally retarded girls (age 17-23).

Berenstein, F. The man and woman group: Problems in the heterosexual relations of the mentally retarded. *The*

Journal for Special Education of the Mentally Retarded, 1973, *9*, 150-157.

This article reports some problems encountered by mentally retarded adults in heterosexual relations in a workshop group specially formed for helping retarded individuals deal with these problems.

Bidgood, F. E. Sexuality and the handicapped. *The Journal for Special Educators of the Mentally Retarded*, 1975, *11*, 199-203.

This report gives an overall view of society's general approach to sexuality among the handicapped. Some mentally retarded adults give their own views on sexual relationships.

Hall, E., Morris, L., & Barker, H. R. Sexual knowledge and attitudes of mentally retarded adolescents. *American Journal of Mental Deficiency*. 1973, *77*, 706-709.

Learning disabled adolescents' knowledge and attitudes regarding sex were studied in comparison to what their parents perceived such knowledge and attitudes to be, by the use of a questionnaire. Students selected for the study included 61 adolescents, 56 of whom had a learning disability. The same questionnaire was given to both the adolescent and his parents. The parent's scores were significantly discrepant from the adolescent scores only on sex attitude. The amount of exposure to information on sexual topics did not correlate with all the test measures as expected. Social class and the knowledge score by the adolescent were positively correlated; however, social class did not correlate with the attitude measures. The retarded individual lacked knowledge in areas of conception, contraception, and venereal disease.

Sengstock, W. L., & Vergason, G. A. Issues in sex education for the retarded. *Education and Training of the Mentally Retarded*, 1970, *5*, 99-103.

This paper discusses the need for including sex education in the special class curriculum. The author deals with ways of selecting and preparing teachers to handle the subject and offers suggestions for involving parents. It discusses the need for education in psychosocial aspects of sex as well as biological aspects.

Strichart, S. S. Effects of competence and nurturance on imitation of nonretarded peers by retarded adolescents. *American Journal of Mental Deficiency*, 1974, *78*, 665-673.

This study showed that for retarded and nonretarded adolescents competent models were imitated more than noncompetent models. No significant effects were found for nurturance.

Vocheil, E., & Mattick, P. Sex education for the mentally retarded: An analysis of problems, programs, and research. *Education and Training of the Mentally Retarded*, 1974, *7*, 129-134.

This article analyzes many of the problems and programs associated with the sex education of mentally retarded persons. Specific problems faced by retarded children, their parents, and their teachers as well as specific programs of sex education are critically evaluated. The analysis of the literature reveals that most of it presents theorizations rather than scientific data and is concerned with adolescents rather than with younger children.

14. Achieving Independence

Carlson, J., & MacMillian, D. Comparison of probability judgment between EMR and Nonretarded Children. *American Journal of Mental Deficiency*, 1970, *74*, *697-700*.

Two groups of educable mentally retarded children (ages 9 and 12) were cross-matched with a group of nonretarded children (age 9) on the basis of CA and MA. The children were given a Piaget derived probability task test individually. The purpose of the study was to assess the level of development of probabilities thought for nonretarded and retarded children. The results indicated that retarded and nonretarded children do not differ in ability to justify their prediction and that retarded children are more susceptible to countersuggestion.

Floor, L. Investigating the helplessness in mentally retarded adults. *American Journal of Mental Deficiency*, 1975, *79*, 565-72.

Helplessness or the inability to take effective action in a problem situation appears to involve behavioral, motivational, and competence factors. Helplessness in a group of retarded adults was investigated through a set of behavioral and questionnaire measures specifically adapted for this population.

16. Communicating Adequately with Others

Hirshoren, P., Hunt, J. T. & Davis, C. Classified ads as reading material for the educable retarded. *Exceptional Children*, 1974, *41*, 45-47.

The article discusses the newspaper as being one of the materials frequently recommended for occupational oriented secondary level programs for educable mentally retarded adolescents. Newspaper samples that were analyzed showed a reading level from fourth grade through the sixth grade. Word lists should be determined to include a vocational list based on the needs of the educable retarded student. The goal is functional reading, not in terms of grade level designation, but in terms of its usefulness to the reader.

Hurley, O. L. Reading comprehension skills vis-a-vis the mentally retarded. *Education and Training of the Mentally Retarded*, 1975, *10*, 10-14.

The authors have first reviewed the literature concerning reading comprehension skills of educable mentally retarded children. In this article the answers to these three questions are sought: (a) Which reading comprehension skills are taught or are believed should be taught to mentally retarded children? Almost all reading comprehension skills are, and should be taught to educable mentally retarded students. The question is to what degree should skills of appreciating literary style, moods, emotions, etc., be developed to mentally retarded individuals. (b) What is the age or level at which these skills should be taught as revealed through research or advocated by experts?

Detamore, K. L., Grinnell, M. J., & Lippke, B. A. Sign it successful—Manual English encourages expressive communication. *TEACHING Exceptional Children*, 1976, *8*, 123-124.

A language system is described which has as its objectives a system of communication for mentally handicapped students and has been initiated successfully in Seattle public schools. Language and speech teachers have used a combination of manual English and cued, and recall conditions using the object sorting task. The subjects in this group were 60 retarded and 77 normal children. The classes ranged from elementary to junior and senior high schools.

Longhurst, T. M., & Berry, G. W. Communication in retarded adolescents: Response to listeners' feedback. *American Journal of Mental Deficiency*, 1975, *80*, 158-163.

An experiment was done to examine retarded adolescents' response to listener feedback. Training subjects to improve description and redescription skills by training them to pick out relevant attitudes of a referent for description may be another area for future experiment. Retarded adolescents of different intellectual levels were placed in the role of speakers in an interpersonal description task, and their reaction to feedback indicating communication failure was examined.

Neal, W. R., Jr. Articulatory deviation and employability of the adolescent educable mentally retarded. *Exceptional Children*. 1969, *35*, 561-562.

Twenty-six educable mentally retarded adolescents with varying degrees of articulatory deviations were evaluated in terms of their probable employability. Fifty percent were judged to be employable. Speech adequacy was not included among the factors related to employment ability. Further investigation is needed to determine whether the communicative demands of various occupations are flexible enough to accommodate the communications skill levels of mentally retarded persons.

Odom, M., Longhurst, T. M., & Boatman, R. R. Improving oral language skills in a classroom for the educable mentally retarded. *Education and Training of the Mentally Retarded*, 1973, *8*, 187-192.

The authors assume that the current trend in education today for educable mentally retarded children embraces a philosophy that sees these children taking an adult place in society similar to that of nonretarded individuals. With this premise it is essential to consider the child's ability to master a functional and appropriate language system. This article deals with one method of developing this language system in the educable mentally retarded child using an audiovisual machine. Student interest in the program was high and the results of language improvement were significant as indicated in numerous charts and illustrations. The procedures used were only one method for changing the language behavior of the educable mentally retarded child, but nevertheless as the authors conclude it did appear to be flexible, adaptable, and easily geared to the abilities as well as the disabilities of each child in a classroom setting.

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and Exploring Occupational Possibilities

Chaffin, J. D., & Payne, J. S. Developing employer relations in a work study program for the educable mentally retarded. *Education and Training of the Mentally Retarded*, 1968, *3*, 127-132.

This paper considers an approach used to develop employer relations in a senior high school work-study program. The procedures and techniques developed in establishing good employer relations were the result of three years of experience in the Kansas Special Education and Vocational Rehabilitation Cooperative Project. This article provides a description of techniques for recruiting employers, developing employer's interests, and maintaining employer support for a work-study program.

Clennon, S. Training special students for employment. *TEACHING Exceptional Children*, 1975, *7* (3), 106-107.

A program is described in which special education students learn more about various job opportunities and acquire necessary job skills. Job situations within the school system were found to be conducive to career education of the students.

Gardner, D. C., & Gardner, P. L. Ten suggestions for an effective EMR occupation program. *The Journal of Special Educators of Mentally Retarded*, 1973, *9*, 90-93.

The article deals with how to get the public as well as the students involved with the problem utilizing these 10 suggestions.

Schubert, D. G. The role of bibliotherapy in reading instruction. *Exceptional Children,* 1975, *41,* 497-499.

Bibliotherapy is helping students to help themselves solve their personal problems and learn to read. This is a process of interaction between the personality of the reader and the material which he reads. One needs to know the student well to work with this program.

Taylor, A. M., Thurlow, M. L., & Turnure, J. E. Vocabulary development of educable retarded children. *Exceptional Children,* 1977, *43,* 444-449.

This study represents an example of translating basic research on learning strategies into the development of classroom instruction. Three approaches to vocabulary instruction were developed based on research from the training of elaboration strategies with retarded children.

18. Selecting and Planning Occupational Choices

Alcorn, C. L., & Nicholson, C. L. A vocational assessment battery for the educable mentally retarded and low literate. *Education and Training of the Mentally Retarded,* 1975, *10,* 78-83.

This article discusses the difficulties that arise from the examiner who attempts to use assessment instruments not specifically designed for mentally retarded persons. The authors emphasize the development of a vocational assessment battery and make specific recommendations useful to teachers and counselors.

Bitter, J. A., & Bolanovich, D. J. WARF: A scale for measuring job readiness behaviors. *American Journal of Mental Deficiency,* 1970, *74,* 616-620.

This article discusses the need for tests that will record or indicate measure of work related behaviors which occur prior to employment and are predictive of job adjustment after employment is needed. The importance of the evaluation helps to determine and plan for rehabilitation programs which would include training, counseling, and job placement.

Brolin, D. Value of rehabilitation services and correlates of vocational success with mentally retarded. *American Journal of Mental Deficiency,* 1972, *76,* 644-651.

The efficacy of rehabilitative service for the retarded and variables related to vocational success are investigated. Difference in importance of variables dependend on sex are noted.

Brolin, D. Vocational evaluation: Special education's responsibility. *Education and Training of the Mentally Retarded,* 1973, *8,* 12-17.

This article stresses the importance of the secondary school program in evaluating the educable mentally retarded student's vocational potential. A model vocational evaluation and placement program is introduced and described in detail. In addition, a method is described which may be useful in organizing the vast amount of vocational evaluation data collected on each individual.

Cormany, R. E. Classroom techniques—A career unit for the junior high EMR student. *Education and Training of the Mentally Retarded,* 1975, *10,* 151-154.

Cormany planned a careers education unit for 150 eighth grade educable mentally retarded students in Pennsylvania. The unit included 10 lessons at least one hour long. Each pre- and posttesting revealed more realism in careers after the unit but no difference in students' interests toward particular career choices. Evaluation by the students of the careers unit showed a need for longer periods of the lessons and more field trips and materials (the students requested this). Followup on the students' career interests in their high school years is yet to be studied.

19. Exhibiting Appropriate Work Habits and Behaviors

Brown, L., Bellamy, T., Perlmutter, L., Sackowitz, P., & Sontag, E. The development of quality, quantity, and durability in work performance of retarded students in a public school prevocational workshop. *Training School Bulletin,* 1972, *69,* 58-69.

The demonstration was conducted as part of a public school prevocational training program and was concerned with the delineation of procedures that might result in the development of three important work attributes: accurate completion of a work task (quality), accurate completion of a work task at competitive rates (quantity), and accurate completion of a work task at competitive rates under a typical vocational payment schedule (durability). The results suggest that the three work attributes delineated above can accrue from systematic environmental manipulations and, thus, might be considered realistic instructional objectives in prevocational training programs of retarded students.

Colella, H. V. Career development center: A modified high school for the handicapped. *TEACHING Exceptional Children,* 1973, *5,* 110-118.

The article describes the operations of the Career Development Center in Nassau County, New York. The underlying purpose of the center is to prepare handicapped adolescents to adapt to the environmental stress of daily living.

Hayden, J. G. A work experience program in rural areas. *TEACHING Exceptional Children,* 1975, 7(4), 130-133.

This two year program for juniors and seniors in high school emphasizes working in the school the first year to develop work habits and attitudes and working in a community based job during the second year to learn specific skills.

Horn, J. A better life for the mentally retarded. *Psychology Today*, 1975, *9*, 36.

Philadelphia's private, nonprofit, Elwyn Institute has set up a program to teach mentally retarded persons the vocational and personal skills they will need to live in the outside community.

Kliebham, J. Effects of goal-setting and modeling on job performance of retarded adolescents. *American Journal of Mental Deficiency*, 1967, *72*, 220-225.

Because of goal setting and modeling, production in an ongoing work training program for retarded male adolescents increased significantly.

Lance, W. D. Classroom techniques. *Education and Training of the Mentally Retarded*, 1973, *8*, 27-28.

The intent of the Actual Life Experience (ALE) lab is not to teach a specific job skill, but rather to introduce each student to a number of work tasks which should prove valuable to him in any job situation.

Morrison, L. Job-skill checklist. *Pointer*, 1975, *19*, 200-201.

Morrison used job briefs provided by her state employment bureau to devise a chart of qualities and skills students needed to improve and master for better job functioning. Students practiced these skills during occupational periods and free time. There were tasks specific to certain jobs and tasks all students had to work on.

20. Exhibiting Sufficient Physical-Manual Skills

Baxter, J. M. Classroom techniques. *Education and Training of the Mentally Retarded*, 1972, *7*, 135-140.

This article deals with the adaptation of the traditional vocational education instructional approach to business skills. It shows that mentally retarded students can learn duplicator machine operation, typing, and basic filing in the same way as their normal peers.

Brolin, D. Career education needs of secondary educable students. *Exceptional Children*, 1973, *38*, 619-624.

This article identified the needs of secondary level educable mentally retarded students and the competencies teachers must have to meet these needs. This study showed a greater emphasis is needed to prepare secondary teachers of educable retarded students with knowledge and skills in vocational rehabilitation and education. This study also showed that changes are needed in special education teacher preparation.

21. Obtaining a Specific Occupational Skill

Nayowith, M. H. A proposal for training educable mentally retarded adolescents and adults for roles as physical education recreation aides and associates. *American Corrective Therapy Journal*, 1970, *24*, 115-117.

The Bathonwood Recreation Ride and Associate program takes cognizance of the critical need for individuals to fill jobs which require physical ability but limited intellectual capacity. Jobs which can be properly programed, sequenced, and supervised can be taught to adolescents and adults.

Prescott, J. A place for slow learners. *American Vocational Journal*, 1968, *43*, 49-50.

A gainful employment program for home economics special class students emphasized child care and provided a place where girls were trained to work with children, special school schedules, tests of child care knowledge, supervised work experience, and job preparation. At the close of the program slow learners had improved their concepts of themselves.

Rasmussin, W. D., Jr. Cosmetology—Glamour career for retardates. *Rehabilitation Record*, 1970, *2* (5), 1-4.

A pilot program in St. Louis, Missouri, has provided a pattern for training the mentally retarded to be successful beauty operators. Cooperatively sponsored by the State Cosmetology Board, the Division of Vocational Rehabilitation, and a progressive beauty academy, the program has certified 16 retarded girls and has increased the proportions of qualifying students from 20% to 80%. Suitable adaptations for the retarded participants were made: a consultant in special education rewrote the course text; terms were standardized, audiovisual materials were introduced; and the course was lengthened from 7 to 10 months, with each student receiving individual attention. The State Board of Examiners has made a number of modifications geared to slow learners. Plans include extending training to even lower verbal levels.

Spellman, C. R., et al. Domestic work training of adolescent educable mentally retarded girls. *TEACHING Exceptional Children*, 1970, *2*, 67-72.

A work-study program for domestic work training of adolescent educable mentally retarded girls was presented. Five objectives had been set: (a) to provide supervised training for the development of homemaking skills in a realistic setting; (b) to provide specific training for a realistic occupational goal; (c) to evaluate the student's specific limitations and abilities; (d) to provide work-study opportunities; and (e) to improve students' ability to behave appropriately in a business setting.

Stroler, S. Retarded men work at harvesting. *Hospital and Community Psychiatry*, 1969, *20*, 384.

This article deals with working on a farm. Through the help of the Pennsylvania State Employment Service residents of Selinsgrove State School and Hospital were employed as seasonal workers in the harvest of potatoes, tomatoes, and apples. These workers were paid the same wages as the other workers and received the same treatment. This program allowed good preparation for community life.

Turner, M. A work experience program for the educable mentally retarded at the elementary school level. *Education and Training of the Mentally Retarded,* 1968, *3,* 199-201.

A work experience program for educable mentally retarded students at the elementary school level is used to develop social ease and work readiness. Since 1964 educable mentally retarded students in Westlake School (California) have worked in necessary school jobs for a two hour period each day. A week of orientation training stresses cleanliness, quietness, dependability, good manners, hard work, and accurate record keeping. Free lunches were cancelled and now are earned by working in the cafeteria, on the grounds, and elsewhere in the school. A student can be fired for breaking the rules and, when this occurs, he must bring lunch from home until he is rehired. Students take pride and satisfaction in their jobs and after an initial learning period jobs are performed steadily and effectively. Records are kept by each student and pay is in the form of tokens. The first students to participate in the program are now in the high school work experience program and have been rated as more ready for this work than students from other schools.

Urie, R. M., & Brolin, D. Retarded attendants for the handicapped. *Rehabilitation Record,* 1973, *14,* 12-14.

This article suggests that the mentally retarded be trained to work as attendants for severely physically handicapped persons. Characteristics of such an attendant are described. It is suggested that the educable mentally retarded individuals be trained in this area in the public schools.

U.S. Civil Service. Placement in federal civil service employment of the mentally retarded. *The Journal for Special Educators of the Mentally Retarded,* 1972, 22-24.

The federal government strongly endorses the employment of mentally retarded persons in positions for which they are occupationally qualified or trainable.

Weisenstein, G. R. Using a pictorial job training manual in an occupational training program for high school EMR students. *Education and Training of the Mentally Retarded,* 1975, *10,* 30-35.

In response to the marginal economic adjustment experienced by most retarded adults, a specific occupational training program was developed to act as an adjunct to the regular high school work experience program currently operating in Port Angeles, Washington. The purpose of the project was to demonstrate the feasibility and effectiveness of short term community based training and a locally developed pictorial job training manual.

22. Seeking, Securing, and Maintaining Employment

Brolin, D., Durand, R., Kromer, K., & Muller, P. Post-school adjustment of educable retarded students. *Education and Training of the Mentally Retarded,* 1975, *10,* 144-148.

The article discusses the community adjustment of mentally retarded persons after they terminate their education. A followup study of former educable retarded students revealed considerable vocational adjustment problems. One major finding was the relatively better adjustment made by those students who had received more of a work-study orientation. The authors also make several suggestions for different programs to be implemented into the secondary level of instruction for the educable mentally retarded student.

Kokaska, C. J., & Sigler, G. F. A job placement procedure for the mentally retarded. *Education and Training of the Mentally Retarded,* 1971, *6,* 161-166.

The authors focus on techniques to use with prospective employers. These include qualifying with the employer, developing initial contacts, and obtaining the interviews. They also provide suggestions relative to a basic approach to the interview, the presentation, and overcoming objections.

Nitzberg, J. Why some students can't keep a job. *The Journal for Special Educators of the Mentally Retarded,* 1974, *10,* 208-220.

A list of reasons students either could not get a job or could not keep a job is provided.

Titus, R. W., & Travis, J. Followup on EMR program graduates. *Mental Retardation,* 1973, *11,* 24-26.

The LaGrange Area Department of Special Education, in cooperation with the State of Illinois Department of Vocational Rehabilitation, has developed a curriculum which incorporates comprehensive prevocational service into a regular academic program. This article describes the curriculum and the result of a followup study to measure the effectiveness of this innovative program.

OTHER PUBLICATIONS

CAREER EDUCATION IN GENERAL

Bailey, L. J., & Stadt, R. *Career education: New approaches to human development.* Carbondale IL and Bloomington IN: McKnight Publishing Co., 1973.

The authors are cognizant of the changing form and function of schooling. The book begins with a succinct analysis and synthesis of educational criticism and recent responses to outside forces. It concludes with a similar analysis of change theory as applicable to education and recommendations for the several types of people who can contribute to a self starting organization. The core of the book entails career development, the foundations and evolution of career education, and models for career education and curriculum development.

Begle, E. P., et. al. *Career education: An annotated bibliography for teachers and curriculum developers.* Palo Alto CA: American Institutes for Research, 1973.

The purpose of this review is to assist teachers and curriculum developers in the more practical definition and implementation of career education in their respective school systems. Included are references from the professional literature, commonly available children's and youth's literature, and supplementary references.

Campbell, R. E., et. al. *Career guidance, a handbook of methods.* Columbus OH: Charles E. Merrill Publishing Co., 1973.

The book is a single source to organize, codify, and synthesize innovative guidance methods. The book deals with educational level considerations relating to career guidance, population subgroups for whom special guidance procedures are desirable (a small section is included pertaining to handicapped youth), types of career guidance methods, guidelines for career guidance program development, and a compendium of abstracted methods.

Career education and the technology of career development. Palo Alto CA: American Institutes for Research, 1971.

The proceedings of the 8th Invitational Conference on Systems under Construction in Career Education and Development are included.

Career planning program, grades 8-11. Iowa City IA: American College Testing Program, 1973.

This student centered assessment instrument used for career guidance was developed and nationally normed by the American College Testing Program. It measures abilities, interests, and career related experiences. Reports result in a student profile which can be related to the world of work. It is designed to foster students' awareness of the relationship between their own experiences and the world of work.

Curriculum materials for vocational-technical-career education. New Brunswick: New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 1974.

Curriculum materials are suggested for the following areas: food and nutrition, running the home, what makes us human, safety, clothing, the world we live in, the automobile, and ways to survive pollution.

Dunn, J. A., et al. *Career education: A curriculum design and instructional objective catalog.* Palo Alto CA: American Institutes for Research, 1973.

The catalog begins with an overview of historical trends in curriculum, the place of career education in the schools, and the characteristics and organization of the career education curriculum as it has been developed to date. It then offers nearly 2000 instructional objectives from which teachers and school systems might choose as they plan their own local programs. Those objectives deal with self understanding and appreciation, opportunities and options, orientation and goal formulation, and goal exploration.

Facilitating career development: An annotated bibliography. Springfield IL: Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1974. Also Carbondale IL: Southern Illinois University, 1974.

Goldhammer, K., & Taylor, R. E. *Career education: Perspective and promise.* Columbus OH: Charles E. Merrill Publishing Co., 1972.

The book offers career education perspectives, unfulfilled expectations in American education, concepts, issues, problems and trends, emerging career education programs in the public schools, and the promise of career education.

Hoyt, D. B., et. al. *Career education: What it is and how to do it.* Salt Lake City: Olympus Publishing Co., 1972.

This monograph provides answers to four questions: What are the key concepts of career education? Why is career education needed? How is career education being implemented in practice? and What are the appropriate strategies of implementation for a school system interested in the concept?

An introduction to career education: A policy paper of the U.S. Office of Education. US Government Printing Office, Washington DC, 1975.

This booklet represents the US Office of Education's first comprehensive conceptual statement on career education. Initially prepared in February 1974, draft copies have been reviewed by career education leaders at the local, state, and national levels. An extremely high degree of consensus was found when comments regarding the draft document were studied. This booklet describes the Office of Education's interpretation of the HEW policy on career education. Its content is also consistent with the provisions of Section 406 of the Education Amendments of 1974, which provide the first official congressional endorsement of career education.

McClure, L., & Buan, C. *Essays on career education.* Portland OR: Northwest Regional Educational Laboratory, 1973. (For sale by the Supt. of Documents, US Government Printing Office, Washington, DC 20402. Stock No. 178-01147.

The essays are divided into four categories: laying a foundation, building a framework, satisfying the consumers' needs, and redesigning the system.

Shade, B. J. *Parents and school-based career education.* Columbus OH: The Center for Vocational Education, The Ohio State University, 1974.

In this project being conducted at Ohio State University the focus is on the need for community support and involvement in career education. The relationship of business, industry, social agencies, and community organizations to career education is examined. The various stages of career development are noted—career awareness, exploration, preparation, placement, trial, and recycling or midcareer change. Also discussed is the importance of parent involvement in career development.

Stone, S. C., & Shertzer, B. *The guidance monograph series. Set III: Career information and development.* Boston: Houghton Mifflin, 1971.

Valuable information is offered to all administrators, counselors, and teachers and students of guidance now involved in career education. Eight monographs have topics ranging from the theoretical to the practical. Included are: Theories of Occupational Choice and Vocational Development: Influence of Psychological Factors upon Vocational Development; Student's Vocational Choices: A Review and Critique; College Information and Guidance; Occupational Information and Guidance; Theory and Practice of Communicating Education and Guidance; Theory and Practice of Communicating Educational and Vocational Information; Decision-Making and Vocational Development; and Innovations in the Use of Career Information. The monographs can be purchased as a set or individually.

Verhoven, P. J., & Vinton, P. A. *Career education for leisure occupations: Curriculum guidelines for recreation, hospitality, and tourism.* Lexington: Curriculum in Recreation and Parks, University of Kentucky, 1972.

The guidelines suggested in this publication have been designed to assist educators in developing career education programs based on local needs and resources. While specific focus of the guidelines is on the leisure occupations, the basic approaches presented are applicable to all career areas. In the broad sense, these guidelines are addressed to any educator who has a curricular responsibility. Specifically, they are geared to state department specialists, district school superintendents, district curriculum coordinators, principals, and school curriculum coordinators.

PUBLICATIONS ON CAREER EDUCATION FOR THE HANDICAPPED

Board of Education and Rehabilitation. *A handbook for developing programs and services for disadvantaged students.* Springfield IL: Southern Illinois University at Carbondale, 1975.

Comprehensive examination of various aspects of vocational programs for disadvantaged students discusses student characteristics, legislation, policies/objectives, inservice training, identifying students, career guidance, curriculum, remediation/discipline, personal services, placement, and evaluation.

Hewett, F. M., & Forness, S. R. *Education of exceptional children.* Boston: Allyn & Bacon, 1974.

This book is a distinct departure from traditional introductory texts to the field of special education. The usual chapters on various handicaps are not present in traditional form. However, the nine traditional categories of exceptionality are utilized in a unique effort at synthesis under the single label "learner." It is possible that this book will serve as a catalyst for change and a facilitator of continuing movement.

Lake, T. P. *Career education: Exemplary programs for the handicapped.* Reston VA: The Council for Exceptional Children, 1973.

Six different model secondary school programs are described. Except for one program, specifically designed for deaf students, all the models are noncategorical programs. One of the best features of the book is the chapter, Recommendations for Replication. This chapter provides names and addresses of people to contact for further information and a list of materials each program has available.

Meyen, E. L., Vergason, G. A., & Whelan, R. J. *Alternatives for teaching exceptional children.* Denver: Love Publishing Co., 1975.

A collection of ways from *Focus on Exceptional Children* which can be used for teacher education courses and seminars. It is also useful for administrators working with children who have learning difficulties.

Reynolds, M. C., & Davis, M. D. *Exceptional children in regular classrooms.* Minneapolis: Leadership Training Institute/Special Education, 1971. (Distributed by Department of Audio-Visual Extension, University of Minnesota, 2037 University Avenue, S.E. - Price $1.95.)

This book presents a series of thoughtful and stimulating approaches to improving the competencies of teachers who work with handicapped children in regular classrooms. It illustrates a commitment to improve and expand educational opportunities of young people handicapped in a variety of ways.

Robins, D. A. *Special education guide to the open court program.* LaSalle IL: Open Court Publishing Co., 1970.

The guide is an excellent example of the type of materials that should be available for "special" teachers who have the responsibility of teaching "special" students. It reflects day to day situations.

PUBLICATIONS ON CAREER EDUCATION FOR THE EDUCABLE MENTALLY RETARDED

Beady, V., et al. *A prevocational and social adjustment program for educable retarded adolescents: A pilot project.* Milwaukee: Curative Workshop and Bureau of Elementary and Secondary Education in Washington DC, 1971.

The primary objective of the pilot project described was to offer a program of vocationally oriented enrichment activities to educable mentally retarded adolescents experiencing retardation in the following developmental areas: educational, mental, social, and vocational.

Brolin, D. *Vocational preparation of retarded citizens.* Columbus OH: Charles E. Merrill Publishing Co., 1976.

Introductory chapters are on the nature of mental retardation, development of a work personality, vocational adjustment, and vocational services for retarded citizens. Part II focuses on vocational counseling, evaluation, training, placement, and followup techniques. Part III presents a model secondary program and a postsecondary program, and finishes with a chapter on program evaluation.

Cagelka, W. J. *Review of work-study programs for the M. R.* Arlington TX: National Association for Retarded Citizens, 1974.

The development of work-study programs between educational, vocational rehabilitation, and other community agencies is reviewed. Several specific programs are reviewed in detail. Suggestions for the development of work-study programs are included.

Calemine, M. *A tentative guide for a special education program, junior high school level.* Cumberland MD: Allegany County Board of Education, 1966.

Curriculum material is outlined in three broad areas of instruction: social skills, arithmetic skills, and language skills.

Campbell, L. W., et. al. *Work-study handbook for educable mentally retarded minors enrolled in high school programs in California public schools.* Sacramento: State Department of Education, 1971.

This handbook emphasizes the combining of academic knowledge with skill training, the nature and scope of the work-study curriculum, and the student's real need to develop emotional stability and self confidence.

Career Education for Exceptional Children. Reston VA: The Council for Exceptional Children, 1973.

This cassette album based on CEC's Conference on Career Education and Youth, New Orleans, 1973, and a conference concerned with Career Education and the Deaf, Lincoln, Nebraska, 1973, contains five tape cassettes; bibliography; a copy of Spring 1973 *TEACHING Exceptional Children* special issue on career education; and reprints from the May 1973 issue of *Exceptional Children.*

Career development: Special education, Eau Claire Joint School District No. 5. Eau Claire WI: Eau Claire Joint School District, 1973.

This guide is designed to provide teaching units and activities which will allow for integration of career education concepts into the curriculum presently used for teaching mentally retarded children in K-12.

Career education programs for educable mentally retarded. Info-pak 2, selected readings, East Lansing MI: Michigan State University, Regional Instructional Materials Center for Handicapped Children and Youth, 1973.

The information packet contains six abridged readings on career education programs for educable mentally retarded adolescents and young adults.

Clark, G. M. *Habilitation personnel training project.* Lawrence KS: Department of Education, the University of Kansas, 1974.

Considerations for implementing habilitation programs for special needs students in the public schools are examined. Discussed are competencies for special educators, factors in planning and resources, and optimizing habilitation services in the public schools.

Copple, C. R., et al. *Habilitation of rural educable mentally retarded adolescents: A handbook for educators.* Billings MN: Eastern Montana College, 1969.

This is a study of 20 rural high schools and related public sentiment. There are suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development.

Course of study for educable mentally retarded. Memphis TN: Shelby County Schools, 1965.

This guide suggests objectives, content, and teaching methods for communicating, enumerating, living, and enriching skills. Each area is discussed separately for the primary, intermediate, and secondary levels.

Creamer, J. J., & Gilmore, J. T. *Design for competence based education in special education.* Syracuse NY: Division of Special Education and Rehabilitation, Syracuse University, 1974.

This report from a conference which examined Competence Based Teacher Education and the Preparation of Special Educators discusses a model presently being used for competency based training of special education teachers.

Curriculum guide for the educable mentally retarded. Paintsville KY: Paintsville City Schools, 1968.

Guides are included for the following topics: citizenship, communicating, home and family, leisure time, management of materials and money, occupational adequacy, physical and mental health, safety, social adjustment, and travel.

Curriculum suggestions for educable mentally handicapped program in junior high school. Tulsa OK: Tulsa Public Schools, 1968.

The major headings in the curriculum guide include communications, mathematics and economics, social studies, health, science and family living, vocational skills, leisure activities, and a bibliography.

Deno, E. M. *Instructional alternatives for exceptional children.* Reston VA: The Council for Exceptional Children, 1974.

Twenty-five contributors have developed training models exploring alternatives to segregated special education services. Each considers ways in which the interface between regular and special education services can be improved, and looks at special education, at learning problems approach to teacher education, and at implementing a consulting teacher program in a local school district.

Educable mentally retarded: Level III. Fort Worth TX: Fort Worth Public Schools, 1969.

The guide incorporates a variety of physical, personal, social, and vocational experiences to be achieved by educable intermediate pupils.

Exceptional children conference papers: Career education. Reston VA: The Council for Exceptional Children, 1970.

These are two conference reports focusing on career education programs for handicapped high school students. Described is a work-study program for educable mentally retarded senior high students with such goals as improving basic work skills, teaching positive work attitudes, improving self concepts, etc.

Green, G. J. *Vocational education development project* (Vocational Education Grant No. 4-1758-S708). Oshkosh WI: Fox Valley SEIMC, 1973.

A project for competency based vocational education of educable mentally retarded students culminated in the production of 58 vocational kits with all materials included for their teaching. It is available for previewing.

A guide for teachers of the educable mentally handicapped. Santa Fe: New Mexico State Department of Education, Division of Special Education, 1974.

Presented is a curriculum guide for a prevocational, vocational, and work-study program to be used with educable mentally retarded students. Skill areas stressed are academic, leisure time, social, and vocational.

Horn, F. *Annotated bibliography of instructional materials for use by home economics teachers with educable mentally retarded students.* Stevens Point WI: University of Wisconsin, 1974.

Lambert, R. H., Tindall, L. W., Davis, K. E., & Ross-Thompson, B. *Vocational education resource materials* (2nd ed.). Madison WI: Center for Studies in Vocational and Technical Education, University of Wisconsin, 1974.

This is a bibliography of materials for handicapped and special education.

Management system for EMR work-study program. Lake City FL: Columbia County School Board, Exceptional Child Education Department, 1973.

This is a computerized information management system involving the specification of objectives, the coding of teacher evaluations of students, and a variety of possible outputs in a work-study program. Some instructional areas are social skills, leisure time activities, citizenship, and personal health.

Meyen, E. L., et. al. *Inservice training materials for teachers of the educable mentally retarded.* Iowa City: Iowa University, Special Education Curriculum Development Center, State Department of Public Instruction, Des Moines, 1968.

Life experience units are presented as an approach to teaching educable mentally retarded children. Areas of learning experience are communication skills, vocational skills, arithmetic concepts, social competencies, health, and safety.

National Association for Retarded Citizens. *Guidelines for helping local units initiate and strengthen community recreation programs for the retarded.* Arlington TX: National Association for Retarded Citizens, 1974.

Objectives of recreation programs for the retarded are discussed and step by step instruction for formulating and carrying out a program are provided.

National Association for Retarded Citizens. *This isn't kindness . . . it's good business.* Arlington TX: National Association for Retarded Citizens, 1974.

Listed are strong points that most mentally retarded men and women show on the job. Also included is a list of the types of jobs which mentally retarded persons can successfully perform.

On-the-job training program, educable mentally retarded. Pocatello ID: School District #25, 1968.

School training and vocational services were combined into a program designed to demonstrate that educable mentally retarded students could develop well rounded working habits that would mutually benefit them and the community. On the job training was used as a demonstration of the practical use of academic, social, and vocational skills learned in the classroom. Work was individualized to develop skills and attitudes necessary for a successful employment, good citizenship, and worthwhile use of leisure time.

Performance objectives for educable mentally handicapped (K-12). Phoenix: Cooperative Educational Services, 1973.

Performance objectives related to occupational, social, communication, and daily living skills are specified.

President's Committee on Employment of the Handicapped. *About jobs and mentally retarded people.* Arlington TX: National Association for Retarded Citizens, 1974.

Preparation, evaluation, vocational rehabilitation, job hunting, and employers are explored as each applies to mentally retarded persons. Also included is a list of state contacts.

Ransom, N., et. al. *A curriculum guide for teachers of educable mentally handicapped.* Cocoa FL: Brevard County School Board, 1972.

Presented are preprimary, primary, intermediate, junior high school, and occupational training programs. Some skill objectives are communication and social competencies and vocational training.

Smith, J. *Secondary school educable mentally handicapped, program guidelines.* Lincoln NE, Lincoln Public Schools, 1965.

In secondary school the program is intended to develop responsible citizens through social, civic, and occupational training.

Toward competency: A guide for individualized instruction. Salem OR: Special Education Section, State Department of Education, 1974.

A project concerned with developing a systematic approach to individualized instruction used this approach: (a) needs of the student are determined; (b) instructional goals are defined and behaviorally stated; (c) instruction is related to the student's attainment of goals; (d) effectiveness of instruction is determined by measuring student's behavior on specified competencies; and (e) records are kept of student achievement. Covered are six curriculum areas: basic skills, personal and social awareness, living in the environment, career education, human ecology, and leisure time activities.

Working Papers: Project PRICE—University of Missouri-Columbia. The following career education publications were written by the staff of Project PRICE and are available for purchase from the ERIC Document Reproduction Service, PO Box 190, Arlington VA 22210.

Programming Retarded In Career Education. ED 097 777, EC 062 914, HC $1.85. MF $.75.
Career Education Materials for Educable Retarded Students. ED 104 067, EC 071 876, HC $3.32, MF $.76.
Career Education: Its Implications for the Educable Retarded. ED 109 838, EC 073 209, HC $1.58, MF $.76.
Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students. ED 109 839, EC 073 210, HC $1.95, MF $.76.
Proceedings of Project PRICE Trainer's Workshop. ED 112 548, EC 073 664, HC $4.43, MF $.76.
Career Education Materials for Educable Retarded Students. EC 081 040, HC, MF $.76.

PUBLICATIONS ON MENTAL RETARDATION

Baroff, G. S. *Mental retardation: nature, cause and management.* Washington DC: Hemisphere Publishing Corp., 1974.

This book summarizes much of what is known about retarded people: why they are retarded; how many there are; where they live; how they are treated, trained, educated, or cared for; and the best training and habilitation methods.

Jordan, T. E. *The mentally retarded* (4th ed.). Columbus OH: Charles E. Merrill Co., 1976.

Although the structure and titles of chapters have been retained from previous editions, the book reflects advances in the field over the past four years.

Menolascino, F. J. *Challenges in mental retardation: Progressive ideology and services.* New York: Behavioral Publications, 1976.

A comprehensive volume applies the progressive ideologies of normalization and the developmental model. The author discusses such issues as drugs prescribed for convenience, complex diagnoses as obstacles to changing retarded behavior, and risk taking to enhance learning in the retarded individual. Other sections cover the mentally retarded offender, sexual problems, recurrent problems and errors in behavioral management, deinstitutionalization, and more.

Robinson, N. M., & Robinson, H. B. *The mentally retarded child; A psychological approach* (2nd ed.). New York: McGraw-Hill, 1976.

This edition examines the current developments in the special education of mentally retarded children. Various theories of intelligence and their educational significance are discussed. The advantages and disadvantages of institutional versus home care for retarded children are presented throughout the book in different contexts.

Robinson, N. *The mentally retarded child* (2nd ed.). New York: McGraw-Hill, 1976.

The book provides a thorough review of a broad variety of basic theories before introducing relevant research. It then discusses a number of the most important research findings, placing them in context to give readers a feel for the state of research in each area. Included in this text are an introduction to the theory of intelligence and to definitions and epidemiology of mental retardation; comprehensive chapters on etiology, including genetic, physical, and psychological-social factors; behavioral features of mentally retarded persons; comprehensive coverage of the literature on learning, memory, and the modification of behavior patterns; a concise summary of the theory of Jean Piaget as it relates to mental retardation; coverage of psychological assessment, including a new section on the measurement of adaptive behavior; an overview of special education and of psychotherapy/behavior change with retarded persons; and several chapters on practical problems faced by retarded persons and their families.

Smith, R. M. *An introduction to mental retardation.* New York: McGraw-Hill, 1971.

The author presents a practical view of the behavioral and learning characteristics of mentally retarded persons by considering a broad range of related issues and problems. The book is organized according to periods of development: prenatal, preschool, elementary, adolescent, and adult. The final section presents discussions on the character of research efforts, the possible future direction of investigations which are designed to study management and preventive techniques, and a summary of the principal foci and common threads of the entire volume.

PUBLICATIONS ON MAINSTREAMING

All together now. Reston, VA: The Council for Exceptional Children, 1974.

These are presentations from the CEC Invisible College. A multimedia package contains commentaries by state and local administrators, teachers, teacher trainers, and management consultants on: Mainstreaming, What is it?; Planning at the State Level; Leadership of District Administrators; Teachers Helping Teachers; Resource Rooms and Facilitating Change.

Aiello, B. *Mainstreaming: teacher training workshops on individualized instruction.* Reston, VA: The Council for Exceptional Children, 1975.

Four inservice teacher training workshops provide 6 hours of training for use with regular class teachers and special educators. Topics include Mainstreaming, Attitudes and Alternatives, Informal Diagnostic Techniques, Prescriptive Teaching Skills, and Something from Nothing.

Aiello, B. (Ed.). *Making it work: practical ideas for integrating exceptional children into regular classes.* Reston, VA: The Council for Exceptional Children, 1976.

Model mainstreaming programs are examined at preschool, elementary, and high school levels. The book contains how to's for setting up programs and an annotated bibliography of criterion referenced tests.

Birch, J. W., & Reynolds, M. C. *TEACHING exceptional children in all America's schools—A first course for teachers and principals.* Reston, VA: The Council for Exceptional Children, 1977.

This textbook is designed for pre- and inservice training of regular and special educaton teachers working as partners to educate handicapped and gifted children. Following a brief historical overview of the development of special education in America the text moves to the issues of assessment and parent participation. Chapters devoted to various exceptionalities including giftedness and talents provide information on the state of the art in each area. The authors contrast the prevailing practices with preferred approaches for each issue covered in the text. This unique feature serves to clarify and summarize the current trends in the field. Each chapter begins with suggestions for students and instructor on how to develop the topic into a learning unit complete with additional resources and activities.

Birch, J. W. *Hearing impaired children in the mainstream.* Reston, VA: The Council for Exceptional Children, 1975.

Basic principles for successful communication techniques used with deaf persons are delineated. This book is useful for regular class teachers, administrators, and others in delivering effective education to hearing handicapped pupils in regular classes.

Birch, J. W. *Mainstreaming: Educable mentally retarded children in regular classes.* Reston, VA: The Council for Exceptional Children, 1974.

Successful mainstreaming in six school districts is described. The book deals with facilities, teacher preparation, parent involvement, organization, and inservice education.

Cohen, L., Goldstein, L., & Gottlieb, J. Social contact and personal adjustment as variables related to attitudes toward Educable Mentally Retarded Children. *American Journal of Mental Deficiency*, 1973, *77*, 312-319.

Attitudes of intellectually average children toward educable mentally retarded pupils were studied in schools serving and not serving educable mentally retarded pupils. Findings indicated that attitudes toward educable mentally retarded pupils were most favorable when the raters had little school contact with educable mentally retarded children. A second purpose in the study was to test the theory that well adjusted educable mentally retarded pupils would express more favorable attitudes than poorly adjusted children.

Deno, E. (Ed.). *Instructional alternatives for exceptional children*. Reston, VA: The Council for Exceptional Children, 1973.

Alternatives are given to segregated special education services and interface is described between regular and special education.

Flynn, T. M. Regular class adjustment of EMR students attending a part-time special education program. *The Journal of Special Education*, 1974, *8*, 167-173.

This study was done to determine if the personal and social adjustment of educable mentally retarded students in the regular elementary class was improved by placement in a part time special education program. The results showed the educable students had a favorable opinion of the special education program and this program did help them in their regular classroom.

Gampel, D. H. Comparison of classroom behavior of special class EMR, integrated EMR, low IQ and nonretarded children. *American Journal of Mental Deficiency*, 1974, *79*, 16-24.

The classroom behavior of 12 segregated and 14 integrated educable mentally retarded children who were all formerly segregated and then randomly assigned to their present class placement was compared to that of a low IQ group who had never been identified for special class placement and to an intellectually average group of children. The method was a time sampling observational one, using 12 behavior categories (such as attention, aggression, and verbal responses). The data indicated that 14 months after the school year began, the integrated educable mentally retarded children behaved more similarly to nonlabeled educable mentally retarded children than to their segregated peers.

Garner, D. C., & Gardner, P. L. Career labeling: An antilabeling and training approach for EMRs. *Education*, 1973, *94*, 137-138.

This article offers suggestions for the integration of educable mentally retarded students in curriculum education programs and strategies for handling the stigma associated with the labels "speech class" and "mentally retarded."

Gozali, J. Perception of the EMR special class by former student. *Mental Retardation*, 1972, *10*, 34-36.

The purpose of this investigation was to identify the perceived educational and social "values" of special classes in the opinion of former educable mentally retarded class students. The population was limited to 218 educable mentally retarded subjects. Evidence suggests that the majority of the population of former educable mentally retarded students in this survey consider their special class experience to have been negative.

Haring, N. G. Placement in regular programs, procedures, and results. *Exceptional Children*, 1975, *41*, 413-417.

Forty-eight elementary students classified as mentally retarded and living in an economically depressed area were randomly selected, divided into matched experimental and control groups and placed in four classrooms of 12 students each. The objective was to initiate an experimental, individualized, institution program that would facilitate the return of special education students to regular classes.

Kokaska, S. M., & Kokaska, C. J. Classroom techniques: Individual work centers: An approach for the elementary retarded child. *Education and Training of the Mentally Retarded*, 1971, *6*, 25-28.

A plan is proposed for adapting the engineered classroom model for individualizing the teaching of mentally retarded pupils. Implementation, organization, and reinforcement procedures for an experimental program are presented along with a review of some of its advantages and disadvantages.

Jones, R. L., & Wilderson, F. B. *Mainstreaming and the minority child*. Reston VA: The Council for Exceptional Children, 1976.

This book provides insights into teaching, testing, and administering programs for bilingual and other culturally or racially different children. It was developed through the Leadership Training Institute for Special Education in Minnesota.

Jones, R. L. Student views of special placement and their own special classes: A clarification. *Exceptional Children*, 1974, *41*, 22.

This article shows why retarded students cannot be considered a homogenous group and that the educational problems of the inner city retarded are particularly acute.

Jordan, J. J. (Ed.). *Teacher please don't close the door—The exceptional children in the mainstream.* Reston VA: The Council for Exceptional Children, 1976.

Investigated are team approaches to assessment, local and state program planning, and ways to involve all children in the least restrictive environment. The role of parents, consulting and resource teachers, diagnosticians, regular teachers, and the principal are examined.

MacMillan, D. L., Jones, R. L., & Meyers, C. E. Mainstreaming the mildly retarded: Some questions, cautions, and guidelines. *Mental Retardation,* 1976, *14,* 3-10.

The paper raises questions that need answering in order that children not be harmed in the wave of well intended acceptance of mainstreaming. Several guidelines are proposed based on the points raised in the first part of the paper.

Martin, G. J., & Hoben, M. *Supporting visually impaired students in the mainstream: The state of the art.* Reston VA: The Council for Exceptional Children, 1977.

A question and answer format is used to address the concerns that regular teachers have about including visually impaired students in their classrooms. Model programs and pros and cons of mainstreaming visually handicapped children are covered. This is very useful for helping school personnel and community workers overcome their apprehension about working with visually handicapped children.

McDaniel, C. O., Jr. Extracurricular activities as a factor in social acceptance among EMR students. *Mental Retardation,* 1971, *2,* 26-28.

Using a quasi experimental research design with 32 educable mentally retarded students in an inner city school, the authors of this study sought to test the impact of participation in extracurricular activities on social acceptance. Trend analysis revealed that exposure to two extracurricular activities over a 6 week period increased social acceptance within the group. However, the experimental group expressed, from the outset, higher social acceptance than the control group.

Meyen, E. L., Vergason, G. A., & Whelan, R. J. *Strategies for teaching exceptional children: Essays from focus on exceptional children.* Denver CO: Love Publishing Co., 1972.

This book is highly practical for teachers of exceptional children in both the regular and special classroom. It includes information on the development of instructional models, instructional practices in special education and instructional evaluation. The book has been widely adopted for courses in curriculum development, methods, and special seminars. It has also been used for inservice programs and mainstreaming seminars. The essays have been contributed by public school personnel, researchers, and college professors. The issues are current and mostly applied in nature.

Peterson, G. F. Factors related to the attitudes of nonretarded children toward their EMR peers. *American Journal of Mental Deficiency,* 1974, *79,* 412-416.

A group of 420 nonretarded pupils were given tests to determine possible effects of IQ, contact, chronological age and education level of parents on attitudes toward their educable mentally retarded peers. It was found that subjects who had more contact with educable mentally retarded children reported more favorable attitudes toward educable mentally retarded children. No difference was found when other variables were considered.

Ballard, J., Nazzaro, J. N., & Weintraub, F. *P.L. 94-142—The Education for All Handicapped Children Act.* Reston VA: The Council for Exceptional Children, 1977.

This new multimedia presentation is the answer to every administrator's need for a comprehensive explanation of this important new legislation. For administrators there is *Complying with P.L. 94-142,* a captioned filmstrip, audiocassette, and printed script that explores the development and implementation of state and local applications. For teachers there is *Introducing P.L. 94-142,* a film/cassette package suitable for use in preservice and inservice training activities. For parents there is *P.L. 94-142 Works for Children,* a presentation that shows how this Act makes a difference in the lives of handicapped children and their families. Also included is a copy of the legislation and a question and answer booklet, all packaged in a convenient 10" × 11" binder.

Reynolds, M. C. (Ed.). *Mainstreaming: origins and implications.* Reston VA: The Council for Exceptional Children, 1976.

A critical examination is given issues and concerns underlying the current nationwide movement to "mainstream" exceptional children. Panel reactions represent viewpoints from such fields as sociology, teacher training, psychology, administration, philosophy. These are the proceedings from the Deans' Projects Conference sponsored by the University of Minnesota Leadership Training Institute.

Strauch, J. D. Social contact as a variable in the expressed attitudes of normal adolescents toward EMR pupils. *Exceptional Children,* 1970, *36,* 495-500.

This article gives suggestions on how to promote attitude change among normal pupils toward the mentally retarded and other handicapped groups. The findings of a study are revealed in this article also.

Taylor. G. R., & Jackson, S. E. *Educational strategies and services for exceptional children.* Springfield IL: Charles C Thomas, 1976.

Based on the idea that etiological labels have adverse effects on the total well being of the exceptional child, this text presents a noncategorical approach to the education of these children.

Warfield, G. J. (Ed.). *Mainstream Currents: Reprints from Exceptional Children 1968-1974.* Reston VA: The Council for Exceptional Children, 1974.

Thirty-seven articles explore changing viewpoints and practices of special educators over the past six years. Included is "Special Education for the Mildly Retarded—Is Much of It Justifiable?" by Lloyd Dunn.

Weintraub, F. J. *Public policy and the education of exceptional children.* Reston VA: The Council for Exceptional Children, 1976.

This collection of articles reviews public policy as it relates to the education of exceptional children. It offers resource material for those concerned about public policies for exceptional children and for those who want a better understanding of such policies.

RESOURCES FOR PARENTS

Baldwin, V. R., Fredericks, H. D., & Bradsky, G. *Isn't it time he outgrew this? A training program for parents of retarded children.* Springfield IL: Charles C Thomas, 1973.

The authors discuss specific principles of behavior modification applied to children which have been tried successfully by other parents. These principles are explained in layman's terms and are applied in all areas of concern for parents with mentally retarded children.

Beebe, L. N. Mentally retarded youngsters. *Parents Magazine,* 1974, *49,* 28.

The author of this article stresses the fact that not only parents of mentally retarded individuals should be involved in protecting the rights of America's silent minority. The most emphasis is placed on an appropriate education.

Gorham, K. A. A lost generation of parents. *Exceptional Children,* 1975, *41,* 521-525.

Beckie is the fifth of five children and is 13 years old. The article is Beckie's mother's suggestions for professionals. She firmly believes in letting the parent or parents be involved in every step of the way and making sure the parent(s) understands.

Hamilton, A. Teaching handicapped children and their parents. *American Education,* 1973, *9,* 22-26.

This article is about a school, Dubnoff Center for Child Development and Educational Therapy, in North Hollywood, California. This special class of boys ranging from 12 to 17 years of age was assigned to a barren workshop. Mrs. Dubnoff points out that a virtual revolution has taken place in the handling of handicapped and disturbed children.

Kronich, D. *Three families: The effect of family dynamics on social and conceptual learning.* San Rafael CA: Academic Therapy Publications, 1976.

This book explores the relationship between family functioning and child development, and the social mechanics in the home that may promote the continuation of a learning disability.

Kroth, R. L. *Communicating with parents of exceptional children: Improving parent-teacher relationships.* Denver CO: Love Publishing Co., 1975.

This is not a book of theory, but rather a book of techniques. It is aimed at teachers who want to improve their skills in interviewing or confering with parents. Counselors also will find the book highly useful. This book explores the need for involving parents in their children's education and outlines how the teacher goes about it. It suggests when to schedule parent-teacher meetings, and what materials and information to provide. It is for use in inservice workshops and seminars and for teacher education courses.

Linde, T. F., & Kopp, T. *Training retarded babies and preschoolers.* Springfield IL: Charles C Thomas, 1973.

Designed to be used for children ranging in age from one day to five or six years, this book is recommended for use in the home as a guide for parents who have a baby who is seriously mentally retarded. The text sets forth extensive procedures for shaping basic perceptual, motor, and social skills.

Mather, J. *Make the most of your baby.* Arlington TX: National Association for Retarded Citizens, 1974.

The author writes from her personal viewpoint as the mother of two retarded children and from her 20 years' experience in the mental retardation field. She comments on how parents can provide meaningful play experiences for their mentally retarded children.

Simpson, E. J. The home as a career education center. *Exceptional Children,* 1973, *39,* 626.

This article explains a new role for the home as a learning center for career education to provide increased learning opportunity for many for an entire life time.

Suffert, A. Parents participate in clinical care of retarded children. *Social Work*, 1976, *21*, 238-239.

A program is described in which parents were invited to clinical team meetings at a resource center for mentally retarded children. The parents were asked to participate as regular team members—express their opinions, raise questions, and participate in discussion concerning their child's care.

Warfield, G. J. Mothers of retarded children review a a parent education program. *Exceptional Children*, 1975, *41*, 559-562.

This article concerns a study that was conducted about communication between parents and teachers. It was concluded that sharing with parents the factual, forthright, open observations of the student through his growth and development is the responsibility of professional persons. Parents, it was found, want and need knowledge about mental retardation, both in general and how it relates to their own child. A second important need of parents is for self understanding—to effect a resolution of the emotional stresses and everyday problems involved in rearing a retarded child.

REFERENCES

Brolin, D. Value of rehabilitation services and correlates of vocational success with the mentally retarded. *American Journal of Mental Deficiency*, 1972, *76*, 644-651.

Brolin, D., Durand, R., Kromer, K., & Muller, P. Post-school adjustment of educable retarded students. *Education and Training of the Mentally Retarded*, 1975, *10*, 144-149.

Tobias, J. Vocational adjustment of young retarded adults. *Mental Retardation*, 1970, *8*(3), 13-16.

6. Student Competency Assessment and Planning for Individualized Education Programs

Michael C. Malever and Donald J. McKay

STUDENT COMPETENCY ASSESSMENT

Evaluation of student competency has experienced a number of innovative approaches since the advent of psychological testing in the early part of this century. Originally, the level of student achievement was determined in a fairly subjective manner. Teachers decided what was failing, satisfactory, or excellent. Visiting examiners administered oral examinations. In 1845 the Boston public schools substituted written examinations for oral testing. Standardized educational achievement testing in the United States had begun. Rapid advancement in testing occurred as a result of Binet and Terman's work with intelligence testing. The advantage of objective group testing was demonstrated by Otis in his work with the Army during World War I. Differential aptitude testing was a logical consequence as educators and psychometricians recognized the usefulness of testing for vocational counseling. Much sophistication has been achieved in psychometrics, but the current state of the art is less precise and satisfactory than desirable.

Misuse of tests and recent discoveries regarding the inappropriateness of some tests in certain situations coupled with the humanistic movement in counseling, psychology, and education have led to a general distrust of test results. Some states have legislated against administering certain tests in the public schools. Many test items are biased against culturally different and handicapped students. Efforts toward differential interpretation of results have not proven to be a satisfactory solution to the problem. In some cases test designers have been prompted to revise tests or design new ones for these special groups, but with limited success.

Today, one can choose from thousands of available tests purporting to measure almost everything. But exactly what a test does measure and how well it does its job is being critically examined by concerned educators. The results are not encouraging. On the other hand, the traditional grades subjectively assigned in high school are generally as good a predictor of college achievement as any sophisticated instrument. Although such judgments are undeniably based on some objective data, the human decision making element remains. Such a component may be more accurate and reliable than psychometric theory would imply.

Tests designed to evaluate intelligence and psychomotor skills are generally based on comparisons between people in general. Performance below the average means only that testing reveals what a person cannot do compared with others. For the educator dealing with the educable retarded, such testing provides only an initial evaluation and a fairly nonspecific one at that. Although demonstrable changes in IQ scores have been achieved with certain interventions, most students will probably not perform significantly better on IQ tests over time. With the advent of career education, attention of educators has turned more to goals and interventions that cannot be measured by traditional evaluation instruments. Increased competence in caring for one's daily needs will probably not be reflected in an IQ score or in the results of achievement batteries. Neither will a greater understanding of the world of work or awareness of one's occupational interests. Therefore, the educator dealing with the career education of a student is faced first with establishing goals and then with determining the extent to which these goals have been attained.

The 22 life centered competencies relate directly to the concept of career education. The behavioral objectives for the competency units represent tasks which the student should be able to perform in order to demonstrate competence. This approach provides the educator with a relatively comprehensive set of goals for career education. The task remains to determine an appropriate evaluation system to measure student attainment and progress. Examination of the behavioral objectives presented in Chapter 3 will lead even persons sophisticated in the use of tests to conclude that there is probably no existing instrument or system sufficient to evaluate these objectives. Although many objectives can be evaluated by commercially available tests, it is doubtful that any test or battery of tests will adequately evaluate all objectives.

Because traditional psychometric techniques have limited usefulness in evaluating student achievement, particularly in areas related to career education, alternative approaches are required. A proposed alternative is to directly observe student performance on relevant tasks in a systematic, standardized manner. In a competency based curriculum, learning can be measured best by comparing students to themselves as opposed to comparing them to other students. This is especially important in evaluating handicapped learners, since their progress may not reflect gains typically sought with other youngsters. Small improvements may represent major accomplishments. A method of evaluation is needed in which students can demonstrate progress in many areas. A philosophical position recognizing the importance of independent living skills and the value of small increments of improvement is also required.

ALTERNATIVE EVALUATION TECHNIQUES

The educator may find the following activities useful in obtaining information about the performance and progress of students in career education. The following suggestions provide a wide variety of approaches to collecting information for evaluation purposes. This listing is not exhaustive and individuals are encouraged to add or delete techniques as the situation dictates (Salamack, 1977).

Role Play. The teacher defines objectives to be learned (vocational, educational, social, etc.) and establishes criteria for evaluation. Evaluation may be done by completing a teacher made checklist which samples knowledge of concepts, use of information, enthusiasm, or any other dimension the teacher desires to measure. The teacher may create a form on which students rate role play activity in terms of what they personally have learned.

Case Conference. The case conference should yield recommendations about specific students and/or improvement of the system(s). Objectives can be set in terms of what variables are to be changed (e.g., reading speed), what treatment shall be used to effect change, who will deliver the specified treatment, the duration of the treatment, and criteria for measuring outcome (e.g., retest of reading speed).

Token Economy. A classroom may be evaluated on the degree of group cooperation toward a given goal (points amassed by a class to earn a special privilege and measurable units). Also, the number of tokens that an individual student amasses are measurable. Baseline data can be established and subsequent information can be compared to the initial information, thus showing changes over time.

Behavior Modification. A particular behavior can be pinpointed (e.g., speaking in class), baseline data can be obtained, a treatment program can be established, and at the end of the treatment period data regarding change can be collected. Rewards can be administered either in class or at home.

Tutoring. Students may be evaluated on any number of measures of academic achievement (e.g., Thorndike-Lorge Vocabulary Test) where deficiencies are thought to exist. After the tutoring treatment, results from a retest can be used to assess the effectiveness of the tutoring process.

Student input. Students and teachers may jointly decide on curriculum content and various options of how learning will be demonstrated by the class. Students may choose what activities they wish to engage in and how much work they are willing to do for a specific grade. A contract or agreement can be signed by both the teacher and student.

Special interest projects. Students define their special interest and carry out a related project. Activities can be evaluated on teacher made scales that sample comprehension of major concepts, utilization of other information, ability to generalize from the specific to the more general, etc. The teacher may also devise a scale that would be given to each student, assessing what has been learned from the individual's project.

Informal observation. Teachers may devise rating scales or checklists to track the presence and degree of intensity of almost any factor (e.g., peer interaction, approach/withdrawal from novel situations, etc.). Checklists of descriptive words (e.g., "helpful to classmates") and scales rating students along a continuum may be used. Simultaneous observations by two or more observers using the same scale adds depth and validity to the observational technique.

Modified Test Procedure. The teacher may give pretests on information to be taught. Analysis of responses provides information about students' strengths and weaknesses and allows for modifying lessons to meet individual needs. The same test may be readministered after the completion of the lesson for posttest evaluation.

Individual counseling interview. Students may be evaluated prior to and after individual counseling experience by any number of psychological tests (for example, *Q* Sort, adjective checklist, sentence completion, etc.). Teachers and counselors can monitor the student's behavior by rating scales during and after counseling, showing direction and degree of change.

Student to student teaching. The teacher may pair an advanced student with a slower student to facilitate learning. Prior to beginning this strategy, the teacher can evaluate the level of the slower student's performance with standardized tests and/or teacher devised instruments. After a specified time, tests may be readministered or alternative forms of evaluation may be used to measure the degree of change.

Parent conference. The teacher may use observational data about the student prior to parent conference compared to observations after the conference. Conferences provide the setting for parents to become involved in the educational process. Specific exercises designed to enhance the student's mastery of subject matter can be carried out at home. Contingency management strategies can be devised where behavior at school is reinforced by certain positive consequences at home.

Autobiography. Students may be given certain types of writing assignments (e.g., "What kind of person am I?" "What do I hope to become?"). Students who better present themselves graphically may be asked to draw a coat of arms depicting "the things I do well" or "the proudest moment of my life."

Games. Teachers may take subject matter and transform it into a game that calls upon the student's knowledge and ability. Games can be devised for individuals, groups, or teams of students. Evaluation may be made on the basis of winning or how close to winning the students come.

COMPETENCY RATING SCALE

The Competency Rating Scale (CRS), presented in Figure 6-2, has been developed as a systematic approach to organizing and standardizing the assessment of students in the Life Centered Career Education Curriculum. The Manual, presented in Appendix A, presents a detailed explanation of the CRS and necessary procedures for using this system. The CRS Manual may be copied for separate use. This system is presently *experimental* and results should be used with caution.

The CRS is a rating scale built around the 22 life centered competencies. The 22 competencies have been further delineated into 102 subcompetencies. These subcompetencies serve as the actual CRS items. The Manual presents several behavioral criteria to use in judging student mastery of a subcompetency. These criteria are identical to the behavioral objectives of the life centered competency units presented in Chapter 3. Rating is performed by those most knowledgeable about student performance in a specific area, usually a teacher.

The use of specific behavioral criteria and precise definition of rating values is intended to enhance the reliability and validity of the ratings. Original criteria have been reviewed and rank ordered by five national education experts to determine the appropriateness of the criteria to a given subcompetency. The criteria (behavioral objectives) presented for each subcompetency in the CRS represent a revision of the original criteria using the rankings and suggestions of the expert reviewers. The CRS Manual includes descriptions of the types of information regarding performance needed to rate students, who should do the rating, when rating should be done, criteria for rating, a rating key defining numerical rating values, and CRS Record Forms for recording and summarizing ratings as well as recording demographic data. The CRS Record Forms are divided into the three career education domains (Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation Skills) for convenience.

CRS users are encouraged to perform an initial rating to be followed by at least annual readministrations. The rater can assign ratings of the degree of mastery (0 = Not Competent, 1 = Partially Competent, 2 = Competent) for each subcompetency using the suggested behavioral criteria. Ratings are recorded and summarized on the appropriate CRS Record Forms. Results of CRS ratings can be used to develop individualized curricula. Following implementation of individualized curricula, the CRS can be used to evaluate program effectiveness.

Although investigation of the psychometric properties of the CRS is incomplete, preliminary field testing in six school systems indicated that students at higher grade levels achieved more complete mastery of the competencies than students at lower grade levels. A summary table and figure reflecting these data are presented in the CRS Manual. Because these data were not generated under controlled conditions and are the result of field testing of the original CRS, they do not reflect rankings based on the revised criteria presented in this text. Interpretation of preliminary data and interpretation of future CRS results must be done with caution. *Current use of the CRS is experimental, and results should be viewed as adjunctive information rather than as primary assessment results.*

INDIVIDUALIZED EDUCATION PROGRAM

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) mandates the establishment of an individualized education program (IEP) for every handicapped student. In an attempt to assist educators to fulfill this requirement, a suggested IEP structure and form for recording plans and results is presented in this chapter. The IEP Form consists of the following sections:

Section I: Present Level of Educational Performance
Section II: Annual Goals
Section III: Specific Educational Services
Section IV: Short Term Individual Objectives
Section V: Dates and Length of Time Relative to Specific Educational Services
Section VI: Extent to Which Student Will Participate in Regular Education Program
Section VII: Justification of Educational Placement
Section VIII: Individuals Responsible for Implementing the IEP
Section IX: Objective Criteria, Evaluation Procedures, and Schedule for Assessing Short Term Objectives
Section X: Date, Location, and Time for Next IEP Committee Review Conference

A sample IEP form for a hypothetical student is presented in Figure 6-1. A blank form has been included in Appendix B and may be duplicated.

The Competency Rating Scale can be used both in the development and evaluation of an IEP. For example, the level of educational performance for Section I can be partly determined by the initial administration of the CRS (Figure 6-2, first rating column). The cumulative average score resulting from a complete CRS rating can be used as one general index of educational performance. Other test and/or evaluation results can also be used in this section.

The annual goals for Section II can be chosen from the 22 competencies and other categories and the extent of their accomplishment can later be determined using the CRS (Figure 6-2, second rating column). The specific educational services in Section III can be developed from the competency units as well as from other sources. The short term objectives for Section IV can be selected from the 102 subcompetencies as well as other sources. The CRS (Figure 6-2, second rating column) can be used to evaluate the degree of mastery of these short term objectives since the CRS items are identical to the subcompetencies.

Section V is used to establish timelines for the use of special services. Section VI is used to determine the percentage of regular class time which would be used to achieve the annual goals. Section VII requires a justification of educational placement. The results of an initial

CRS evaluation could provide at least part of this justification.

Section VIII requires the names of persons and the roles and responsibilities each will assume in the educational program. Section IX can be completed using CRS behavioral criteria for objective criteria. The CRS can be chosen as one evaluation procedure. A scheduling of the next CRS administration can at least partially complete the assessment schedule requirement. Section X requires a scheduled time for the next IEP committee review conference.

Thus an IEP can be constructed from the life centered competencies and competency units and can be evaluated at least in part by the Competency Rating Scale. The educator can establish goals, criteria for success, and a method of recording the necessary individualized plans and can then evaluate the outcomes of those plans. Although these components are designed so they can be used separately, the combination of an IEP, competency unit, and CRS can be considered a complete planning, instructional, and evaluation package. Use of the entire package is strongly suggested.

Figures 6-1 and 6-2 present an illustration of the use of the Student Individualized Education Program Form and the Competency Rating Scale Record Forms in a hypothetical situation. The IEP in Figure 6-1 represents a program developed from the results of a learner's initial CRS rating (see first column, Figure 6-2).The second column in Figure 6-2 presents the end of year CRS rating. Those items which relate to the IEP goals and objectives are indicated by asterisks. Annual evaluation should include all CRS items, not just the items specified in the IEP. Although use of the CRS to evaluate fewer goals and objectives is feasible, the user is encouraged to rate *all* items and to then examine those items which relate to specific goals and objectives.

This description of student evaluation and curriculum planning simply represents a suggested approach. Every educator must determine for him/herself whether this approach is appropriate in a given setting.

REFERENCES

Salamack, M. Appraisal techniques: In McKay, D. (Ed.) *Selected PRICE topical papers for career education.* Working Papers, (No. 8), Columbia: University of Missouri, February, 1977.

FIGURE 6-1
LIFE CENTERED CAREER EDUCATION
Individualized Education Program Form
(Use attachments as needed for each student)

Student's Name:____________ School:____________ Grade: 10 Date: 9/1/77

SECTION I: Present Level of Educational Performance

Reading Level:	4.2 (CAT)	(8/25/77)
Math Level:	3.1 (CAT)	(8/25/77)
CRS Cumulative Average Score:	0.88 (Maximum = 2.0)	(9/1/77)

SECTION II: Annual Goals

This student will progress toward acquiring functional behaviors in the following competency areas. (Check the appropriate annual goals.)

X 1. Managing Family Finances
___ 2. Selecting, Managing, Maintaining Home
___ 3. Caring for Personal Needs
___ 4. Raising Children, Family Living
___ 5. Buying and Preparing Food
___ 6. Buying and Caring for Clothing
___ 7. Engaging in Civic Activities
___ 8. Utilizing Recreation and Leisure
___ 9. Getting Around Community (Mobility)
___ 10. Achieving Self Awareness
___ 11. Acquiring Self Confidence
___ 12. Achieving Socially Responsible Behavior
___ 13. Maintaining Good Interpersonal Relationships
___ 14. Achieving Independence
___ 15. Achieving Problem Solving Skills
X 16. Communicating Adequately with Others
___ 17. Knowing & Exploring Occupational Possibilities
___ 18. Selecting & Planning Occupational Choices
___ 19. Exhibiting Approp. Work Habits & Behaviors
X 20. Developing Physical-Manual Skills
___ 21. Obtaining a Specific Occupational Skill
___ 22. Seeking, Securing, & Maintaining Employment

For additional annual goals, attach another sheet.

SECTION III: Specific Educational Services Needed

Goal Number	Special Services Needed	Special Media/Materials and Equipment	Individual Implementors
1.	Individualized curriculum including student group activities, community input, and class presentations.	Real or simulated money, checks, magazines, tax forms, clothing labels, price tags.	Special education/math/home economics teachers, IRS representative, bank representative, parents, peers.
16.	Individualized curriculum involving student group activities, community input, field trips, and class presentations.	Audio and videotape equipment, audio and videotapes, bulletin board, transportation, telephone, telephone book, cookbook, job applications.	Special education and language arts teachers, civil defense representative, police/fire/ambulance representative, movie manager, switchboard operator, pharmacist, personnel representative, TV personality, parents, peers.
20.	Individualized curriculum involving field trips, class presentations, student group activities, and community input.	Bulletin board, transportation, work samples, color vision tests.	Spec. ed., phys. ed., voc. ed. teachers, physical therapist, occupational therapist, voc. rehab. and emp. service counselors, school nurse, personnel representative, grads.

FIGURE 6-1 (continued)

SECTION IV: Short Term Individual Objectives

This student will receive assistance focusing on the following short term individual objectives. (Check specific behaviors and use an attachment for this section if these objectives are developed independently by the implementor. The numbers in parens indicate the annual goal, listed on the previous page, under which these behaviors will be used.)

X 1. Identify money & make correct change (1)
X 2. Make wise expenditures (1)
X 3. Obtain & use bank & credit services (1)
X 4. Keep basic financial records (1)
X 5. Calculate and pay taxes (1)
____ 6. Select adequate housing (2)
____ 7. Maintain a home (2)
____ 8. Use basic appliances and tools (2)
____ 9. Maintain home exterior (2)
____10. Dress appropriately (3)
____11. Exhibit proper grooming and hygiene (3)
____12. Phys. fitness, nutrition, weight control (3)
____13. Common illness prevention & treatmt. (3)
____14. Prepare for adjustment to marriage (4)
____15. Prep. raising children (phys. care) (4)
____16. Prep. raising children (psycho. care) (4)
____17. Practice family safety in home (4)
____18. Demonstrate appropriate eating skills (5)
____19. Plan balanced meals (5)
____20. Purchase food (5)
____21. Prepare meals (5)
____22. Clean food preparation areas (5)
____23. Store food (5)
____24. Wash clothing (6)
____25. Iron and store clothing (6)
____26. Perform simple mending (6)
____27. Purchase clothing (6)
____28. Understand local laws (7)
____29. Understand federal government (7)
____30. Understd. citizenship rights & respon. (7)
____31. Understd. regis. & voting procedures (7)
____32. Understd. selective service procedrs (7)
____33. Rights & resp. when questioned by law (7)
____34. Participate in group activities (8)
____35. Know activities & community resources (8)
____36. Understand recreational values (8)
____37. Use recreational facilities in commun. (8)
____38. Plan and choose activities wisely (8)
____39. Plan vacations (8)
____40. Know traffic rules & safety practices (9)
____41. Know various means of transportation (9)
____42. Drive a car (9)
____43. Attain a sense of body (10)
____44. Identify interests & abilities (10)
____45. Identify emotions (10)
____46. Identify needs (10)
____47. Understand physical self (10)
____48. Express feelings of worth (11)
____49. Tell how others see him/her (11)
____50. Accept praise (11)
____51. Accept criticism (11)
____52. Develop confidence in self (11)
____53. Character traits needed for acceptance (11)
____54. Know proper behavior in public (12)
____55. Respect for rights & prop. of others (12)
____56. Rec. authority & follow instructions (12)
____57. Recognize personal roles (12)
____58. Know how to listen and respond (13)
____59. Make and maintain friendships (13)
____60. Establish heterosexual relationships (13)
____61. Establish close relationships (13)
____62. Understd. impact of behavior on others (14)
____63. Understand self organization (14)
____64. Develop goal seeking behavior (14)
____65. Strive toward self actualization (14)
____66. Differentiate bipolar concepts (15)
____67. Understand the need for goals (15)
____68. Look at alternatives (15)
____69. Anticipate consequences (15)
____70. Know where to find good advice (15)
X 71. Recognize emergency situations (16)
X 72. Read at level needed for future goals (16)
X 73. Write at level needed for future goals (16)
X 74. Speak adequately for understanding (16)
X 75. Understand subtleties of communication (16)
____76. Personal values met through work (17)
____77. Societal values met through work (17)
____78. Remunerative aspects of work (17)
____79. Classification of jobs (17)
____80. Local occupational opportunities (17)
____81. Sources of occupational information (17)
____82. Identify major occupational needs (18)
____83. Identify major occupational interests (18)
____84. Identify occupational aptitudes (18)
____85. Identify job requirements (18)
____86. Make realistic occupational choices (18)
____87. Follow directions (19)
____88. Work with others (19)
____89. Work at a satisfactory rate (19)
____90. Accept supervision (19)
____91. Attendance and punctuality (19)
____92. Meet demands for quality work (19)
____93. Demonstrate occupational safety (19)
X 94. Demonstrate balance & coordination (20)
X 95. Demonstrate manual dexterity (20)
X 96. Demonstrate stamina & endurance (20)
X 97. Demonstrate sensory discrimination (20)
____98. Search for a job (22)
____99. Apply for a job (22)
____100. Interview for a job (22)
____101. Adjust to competitive standards (22)
____102. Postschool occupational adjustments (22)

For additional short term individual objectives, attach another sheet.

FIGURE 6-1 (continued)

SECTION V: Date and Length of Time relative to specific educational services needed for this student

Goal Number	*Beginning Date*	*Ending Date*	*Goal Number*	*Beginning Date*	*Ending Date*
1.	9-15-77	11-15-77			
16.	11-16-77	2-15-78			
20.	2-16-78	4-15-78			

SECTION VI: Description of Extent to which this student will participate in the regular educational program

	Percent of Time	*Narrative Description/Reaction*
Language arts	15 %	CAT results 8/25/77
Math	5 %	CAT results 8/25/77
Science	______%	
Social science	______%	
Vocational	15 %	Student reads well enough to follow simple directions.
Physical education	15 %	Student has no physical limitations.
(other)__________	______%	
(other)__________	______%	

SECTION VII: Justification for type of educational placement of this student

Overall CRS evaluation and results of California Achievement Test.

FIGURE 6-1 (continued)

SECTION VIII: Individual Responsible for implementing the individual education program

Name	Role/Responsibility
	Special ed, home ec., vocational ed., language arts, mathematics teachers
	Graduates
	Civil defense representative
	Police/fire/ambulance representative
	Movie manager
	School nurse
	Switchboard operator
	Pharmacist
	Personnel representative
	Banker
	TV personality
	IRS representative
	Physical and occupational therapists
	Voc. rehab., emp. service counselors
	Audiologist

SECTION IX: Objective Criteria, Evaluation Procedures, and Schedule for assessing short term objectives

Objective Criteria can be found in the Competency Rating Scale (CRS). Criteria listed reflect the short term individual objectives checked in Section III of this form.

Evaluation Procedures can be determined by the IEP Committee reviewing the Competency Rating Scale Manual.

Schedule for Assessment should include time, date, frequency, place, etc.

CRS Rating 5/1/78 Should be reevaluated yearly

SECTION X: Estimated Date, Location, and Time for next IEP Committee Review Conference

1/15/78 at 10:00 A.M.

FIGURE 6-2

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale
Record Form

Experimental[1]

DAILY LIVING SKILLS

Student Name____________________ Date of Birth____________ Sex ____________

School________________ City____________________ State ____________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
1. Managing Family Finances									*Yes*	*No*
1. Identify money and make correct change		1	*2							
2. Make wise expenditures		1	*2							
3. Obtain and use bank and credit services		1	*2							
4. Keep basic financial records		0	*1							
5. Calculate and pay taxes		0	*1							
2. Selecting, Managing, and Maintaining a Home										
6. Select adequate housing		1	1							
7. Maintain a home		1	1							
8. Use basic appliances and tools		1	1							
9. Maintain home exterior		0	1							
3. Caring for Personal Needs										
10. Dress appropriately		1	2							
11. Exhibit proper grooming and hygiene		2	2							
12. Demonstrate knowledge of physical fitness, nutrition and weight control		1	1							
13. Demonstrate knowledge of common illness prevention and treatment		1	1							
4. Raising Children and Enriching Family Living										
14. Prepare for adjustment to marriage		1	1							
15. Prepare for raising children (physical care)		0	1							
16. Prepare for raising children (psychological care)		0	1							
17. Practice family safety in the home		1	1							

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16c Hill Hall, University of Missouri, Columbia MO 65201.

FIGURE 6-2 (continued)

Subcompetencies										
	Rater(s)	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
5. Buying and Preparing Food									*Yes*	*No*
18. Demonstrate appropriate eating skills		2	2							
19. Plan balanced meals		1	1							
20. Purchase food		1	1							
21. Prepare meals		1	1							
22. Clean food preparation areas		1	1							
23. Store food		1	1							
6. Buying and Caring for Clothing										
24. Wash clothing		2	2							
25. Iron and store clothing		1	2							
26. Perform simple mending		1	1							
27. Purchase clothing		1	2							
7. Engaging in Civic Activities										
28. Generally understand local laws and government		1	2							
29. Generally understand federal government		1	1							
30. Understand citizenship rights and responsibilities		1	2							
31. Understand registration and voting procedures		0	1							
32. Understand selective service procedures		0	0							
33. Understand civil rights and responsibilities when questioned by the law		1	1							
8. Utilizing Recreation and Leisure										
34. Participate actively in group activities		2	2							
35. Know activities and available community resources		1	2							
36. Understand recreational values		1	1							
37. Use recreational facilities in the community		1	1							
38. Plan and choose activities wisely		1	1							
39. Plan vacations		0	0							
9. Getting around the Community (Mobility)										
40. Demonstrate knowledge of traffic rules and safety practices		1	1							
41. Demonstrate knowledge and use of various means of transportation		1	1							
42. Drive a car		1	1							
*Total Possible Score (TPS) = N × 2 84, 84	*Total actual Score (TAS)	38	50							
	*Average Score (AS) = TAS/N	.90	1.19							

Comments: ____________________

*Refer to the CRS manual for calculation and interpretation.

FIGURE 6-2 (continued)

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale

Record Form

Experimental[1]

PERSONAL-SOCIAL SKILLS

Student Name__________ Date of Birth__________ Sex __________

School__________ City__________ State __________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
10. Achieving Self Awareness									*Yes*	*No*
43. Attain a sense of body		1	2							
44. Identify interests and abilities		1	1							
45. Identify emotions		1	1							
46. Identify needs		1	1							
47. Understand physical self		1	2							
11. Acquiring Self Confidence										
48. Express feelings of worth		1	1							
49. Tell how others see him/her		0	1							
50. Accept praise		0	1							
51. Accept criticism		0	1							
52. Develop confidence in self		0	1							
12. Achieving Socially Responsible Behavior										
53. Know character traits needed for acceptance		1	1							
54. Know proper behavior in public		2	2							
55. Develop respect for the rights and properties of others		2	2							
56. Recognize authority and follow instructions		2	2							
57. Recognize personal roles		1	2							

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

FIGURE 6-2 (continued)

Subcompetencies	*Rater(s)*	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
13. Maintaining Good Interpersonal Relationships										
58. Know how to listen and respond		1	1	—	—	—	—	—	—	—
59. Know how to make and maintain friendships		1	1	—	—	—	—	—	—	—
60. Establish appropriate heterosexual relationships		0	1	—	—	—	—	—	—	—
61. Know how to establish close relationships		0	1	—	—	—	—	—	—	—
14. Achieving Independence										
62. Understand the impact of behavior on others		1	1	—	—	—	—	—	—	—
63. Understand self organization		0	1	—	—	—	—	—	—	—
64. Develop goal seeking behavior		1	1	—	—	—	—	—	—	—
65. Strive toward self actualization		0	1	—	—	—	—	—	—	—
15. Achieving Problem Solving Skills										
66. Differentiate bipolar concepts		1	1	—	—	—	—	—	—	—
67. Understand the need for goals		1	1	—	—	—	—	—	—	—
68. Look at alternatives		1	1	—	—	—	—	—	—	—
69. Anticipate consequences		0	1	—	—	—	—	—	—	—
70. Know where to find good advice		1	1	—	—	—	—	—	—	—
16. Communicating Adequately with others										
71. Recognize emergency situations		2	*2	—	—	—	—	—	—	—
72. Read at the level needed for future goals		1	*2	—	—	—	—	—	—	—
73. Write at the level needed for future goals		1	*2	—	—	—	—	—	—	—
74. Speak adequately for understanding		2	*2	—	—	—	—	—	—	—
75. Understand the subtleties of communication		1	*1	—	—	—	—	—	—	—

*Total Possible Score (TPS) = N × 2 66, 66							
*Total Actual Score (TAS)	29	43	—	—	—	—	—
*Average Score (AS) × TAS/N	.88	1.3	—	—	—	—	—

Comments: ______________________________

*Refer to the CRS manual for calculation and interpretation.

FIGURE 6-2 (continued)
LIFE CENTERED CAREER EDUCATION
Competency Rating Scale
Record Form
Experimental[1]

OCCUPATIONAL GUIDANCE AND PREPARATION

Student Name____________________ Date of Birth____________________ Sex ____________________

School____________________ City____________________ State ____________________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
17. Knowing and Exploring Occupational Possibilities									*Yes*	*No*
76. Identify the personal values met through work		1	1							
77. Identify the societal values met through work		1	1							
78. Identify the remunerative aspects of work		1	1							
79. Understand the classification of jobs into different occupational systems		0	1							
80. Identify occupational opportunities available locally		1	1							
81. Identify sources of occupational information		1	1							
18. Selecting and Planning Occupational Choices										
82. Identify major occupational needs		1	2							
83. Identify major occupational interests		1	2							
84. Identify occupational aptitudes		0	1							
85. Identify requirements of appropriate and available jobs		1	1							
86. Make realistic occupational choices		0	1							
19. Exhibiting Appropriate Work Habits and Behaviors										
87. Follow directions		1	1							
88. Work with others		1	1							
89. Work at a satisfactory rate		1	1							
90. Accept supervision		1	1							
91. Recognize the importance of attendance and punctuality		1	1							
92. Meet demands of quality work		1	1							
93. Demonstrate occupational safety		1	1							

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

FIGURE 6-2 (continued)

Subcompetencies										
	Rater(s)	MM	MM							
	Grade Level	10	10							
	Date(s)	9/1/77	5/1/78							
									Yes	*No*
20. Physical-Manual Skills										
94. Demonstrate satisfactory balance and coordination		NR	*1	—	—	—	—	—	—	—
95. Demonstrate satisfactory manual dexterity		NR	*1	—	—	—	—	—	—	—
96. Demonstrate satisfactory stamina and endurance		NR	*1	—	—	—	—	—	—	—
97. Demonstrate satisfactory sensory discrimination		NR	*1	—	—	—	—	—	—	—
21. Obtaining a Specific Occupational Skills										
a. ______										
b. ______										
c. ______										
d. ______										
e. ______										
f. ______										
22. Seeking, Securing, and Maintaining Employment										
98. Search for a job		1	1	—	—	—	—	—	—	—
99. Apply for a job		1	1	—	—	—	—	—	—	—
100. Interview for a job		1	1	—	—	—	—	—	—	—
101. Adjust to competitive standards		NR	1	—	—	—	—	—	—	—
102. Maintain postschool occupational adjustment		NR	1	—	—	—	—	—	—	—

*Total Possible Score (TPS) = N × 2 44, 54

*Cumulative TPS ______

*Total Actual Score (TAS)	18	29	—	—	—	—	—
*Average Score (AS) × TAS/N	.82	1.74	—	—	—	—	—
*Cumulative TAS	85	122	—	—	—	—	—
*Cumulative AS	.88	1.19	—	—	—	—	—

Comments: ______

______

*Refer to the CRS manual for calculation and interpretation.

Appendix A
Competency Rating Scale Manual

COMPETENCY RATING SCALE MANUAL

The life centered approach to career education bases its curriculum on 22 competencies which have been identified as necessary for personal independence in the community and on the job (Brolin, 1974). These 22 competencies have been further delineated into 102 subcompetencies (McIntosh, Tuoti, & Brown, 1975). If this curriculum is to be used, a uniform method of evaluating student performance and progress in career education is needed. Although there are numerous educational and psychological devices and systems in existence for evaluating student performance in a variety of areas, none appears to be sufficiently specific or comprehensive for the criteria which define the 102 subcompetencies. The Competency Rating Scale (CRS) is an initial attempt to meet this need by providing educators with a systematic means of assessing student mastery of the 102 subcompetencies. The purpose of this manual is to furnish the user with a guide for rating student performance for each subcompetency, as well as a comprehensive explanation of each subcompetency.

The CRS is a rating scale which the user completes by judging a student's mastery of the subcompetencies using the criteria presented in Chapter 3 of this manual. Like any assessment device or system, the CRS requires a certain degree of training of the rater before actual use with students. Since the CRS requires judgments regarding student performance and behavior, it is necessary that all raters employ the same criteria when making judgments. This is critical if the user intends to compare students to one another or to evaluate changes in individual performance or behavior over time.

The manual is divided into four sections. Section I describes the rating key and how to rate student performance and behavior. Section II explains the use of the CRS Record Form. Section III presents explanations and behavioral criteria for the subcompetencies. Section IV describes interpretation of CRS results.

The task of assessing student performance in any subject area is a difficult one. This task becomes increasingly difficult for the educator dealing with the career education of handicapped students.

The combined results for 285 students rated for the first CRS field testing in the cooperating schools during 1976-1977 are presented in Table A-1 at the end of the CRS manual. Table A-1 presents mean scores for the 22 competencies, domain totals, and grand totals by grade level (7-12) for all students combined. Figure A-1 graphically represents domain totals and grand totals by grade level for all students. These results are presented for illustrative purposes only since the current version of the CRS incorporates revised criteria for the subcompetencies, as well as a revised rating key. Although Table A-1 cannot be used to directly interpret results obtained from the revised CRS, it can be used to establish rough, preliminary expectancies for student performance.

Further revision of the CRS including validity and reliability studies is anticipated. Such data are not available for the present revision. Persons desiring to use the CRS should be aware that it can only appropriately be used as a research instrument due to the absence of necessary supporting data. Therefore, users should clearly indicate that data resulting from the CRS are experimental and the result of research activities. Such data should not be placed in any permanent student records without such an explanation.

SECTION I—RATING STUDENT PERFORMANCE

The Rating Key

The CRS provides four alternative ratings for student performance on each subcompetency. There are three sources from which the user can draw information to establish the rating for a given subcompetency. The most valid source of information is the rater's immediate personal observation of student performance and behavior. The rater's personal records or notes regarding student performance and behavior are probably less valid, but acceptable. Finally, written or verbal reports from other personnel are the least valid source of information, but they may be necessary.

When sufficient information exists to rate a subcompetency, one of the following ratings should be selected.

0 = *Not Competent.* The student is unable to perform any of the behavioral criteria for the subcompetency. This rating should be used for students who, in the judgment of the rater, cannot be expected to perform this subcompetency satisfactorily for independent living. Such a student will require special help to master the subcompetency or, if not scheduled for further formal education, will require assistance from public or private individuals or agencies to accomplish the behavioral criteria.

1 = *Partially Competent.* The student is able to perform at least one but not all of the behavioral criteria for the subcompetency. This rating should be used for students who, in the judgment of the rater, can be expected to perform this subcompetency satisfactorily for independent living following normal teaching intervention during formal education. Such a student might require assistance from public or private individuals or agencies if he or she is not scheduled for further formal education.

2 = *Competent.* The student is able to perform all the behavioral criteria for the subcompetency. This rating should be used only for those students who, in the judgment of the rater, are able to perform the behavioral criteria satisfactorily for inde-

pendent living without assistance or further formal education.

NR = *Not Rated.* The rater should use this rating for subcompetencies he or she is unable to rate due to absence of sufficient information or other logistical difficulty, e.g., insufficient time.

If at the time that a student is scheduled to discontinue formal education, that student is not capable of independently performing the behavioral criteria for a subcompetency, the rater should determine whether the student could accomplish the subcompetency with assistance from others normally available in the student's environment. This is a *yes* or *no* decision and is further explained in Section II.

The Rater

Optimally, the same individual should rate a student's performance and behavior for all of the subcompetencies. However, logistical difficulties may preclude this. For this reason, the subcompetencies are separated into the three Life Centered Career Education domains: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation (Section III). The CRS Record Form (Section II) is also separated into these three domains. It is highly desirable that the same individual rate all subcompetencies in a particular domain. If this type of procedure is not possible, one individual should be designated to coordinate the ratings of more than one rater within a domain. If more than one rater is employed, the coordinator should take care to ensure that these raters strictly adhere to the behavioral criteria for the subcompetencies. It is particularly important that ratings be as precise and consistent as possible since CRS results may be used to develop and evaluate individualized education programs.

Rating Intervals

Space is provided on the CRS Record Form (Section II) for seven ratings. It is suggested that the CRS be administered at the beginning of grade 7 and at the end of grades 7, 8, 9, 10, 11, and 12 to establish initial functioning and to monitor changes in performance and behavior. (The CRS could be used at the elementary grade level too, if desired.) If the rater is unfamiliar with a student entering grade 7, rating should be postponed until adequate observation has taken place to ensure accurate ratings. If the CRS is employed after a student has completed any of the intermediate or secondary years, it is recommended that an initial rating be administered followed by yearly ratings. The user is free to administer the CRS as frequently as is deemed advisable. However, caution should be taken not to "teach for the test." In other words, ratings should not take place immediately after the student has been taught a subcompetency, unless the user intends to do further ratings. A single rating following instruction will provide little information regarding long term mastery of the subcompetency.

SECTION II—USING THE CRS RECORD FORM

The CRS Record Form is separated in three sections corresponding to the three domains: Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation. Each part can be administered independently. As noted in Section I of the manual, it is desirable that one individual rate all subcompetencies in a particular domain. This is a matter that each user must determine depending on his or her particular situation. A blank CRS Record Form is presented in Appendix B and may be used as a master for duplication. Figure A-2 at the end of the CRS Manual presents a completed Record Form for a hypothetical student. An initial rating at the beginning of grade 7 and annual ratings at the end of grades 7, 8, 9, 10, 11, and 12 are illustrated.

Identifying Information

The CRS Record Form provides space to record the student's name, date of birth, and sex. Space is also provided for the name and address of the student's school.

Directions

The directions for the CRS Record Form indicate that the user should choose one of the four possible ratings for each subcompetency. The numerical ratings should be recorded in the space to the right of the subcompetency. The NR rating should be assigned to items that are not rated. The subcompetencies are listed on the left side of the CRS Record Form and are grouped under the competencies. Space is provided at the head of each rating column to record the rater's name(s), the student's grade level, and the date(s) of the rating period. If the ratings are completed in a single day, only that date need be recorded. However, if the ratings require more than one day, the user should record both the beginning and ending dates. It is recommended that ratings be completed as quickly as possible (e.g., one day to one week).

A *yes/no* rating is possible in the final column on the right side of the CRS Record Form. This space is provided for the rater to indicate whether a student who is finishing formal education can perform unmastered subcompetencies with the assistance of individuals normally present in his or her environment. This column needs to be completed only for subcompetencies assigned a final rating of 0 or 1. Place a check (✓) in the *yes* or *no* space if needed.

The user will note that Competency 21 in the Occupational Guidance and Preparation Domain has no subcompetencies. Space is provided following Competency 21 to list specific occupational skill training the student is receiving during the six intermediate and secondary years. The rater should rate this training in the same manner as the other subcompetencies by treating the skill training as a subcompetency. However, only the training during the final year of education is rated, although training received every year should be recorded. Consequently, a numerical rating only for item *f* (training received during the final year of education) should be recorded in the seventh rating column. A similar *yes* or *no* rating can also be determined for this training if it is not complete at the end of the formal education.

Space is provided following the listing of the subcompetencies for the total possible score if a student were assigned the highest rating for each subcompetency in a domain. This value is determined by omitting Competency 21 from the calculations, except for ratings in the last year of formal education. The total possible score can be calculated by counting the number of rated items (N) and multiplying by the highest possible rating (2). Thus, total possible score (TPS) = N × 2. To the right of the total possible score, space is provided to record the student's total actual score (TAS) which is the sum of the ratings for all rated items. Space is provided below the TAS to record the average score per item (AS). The AS is calculated by dividing the TAS by N (thus, AS = TAS ÷ N). Space is provided at the end of the Occupational Guidance and Preparation section for a cumulative total possible score, a cumulative total actual score, and a cumulative average score. The culumative TPS can be calculated by adding the TPS's for the three domains. Note: The TPS and the cumulative TPS must be calculated for *each* administration since the number of rated items may vary with each administration. The cumulative TAS can be calculated by adding the TAS's from the three domains. The cumulative AS can be calculated by adding the AS's from the three domains and dividing by 3. Thus, the user can evaluate performance and behavior for each domain as well as the three domains combined. There is space provided for comments at the end of each Record Form.

SECTION III—BEHAVIORAL CRITERIA FOR RATING SUBCOMPETENCIES

A list of the 102 subcompetencies grouped into the three career education domains follows. Competency 21 consists of 6 subcompetencies which are, in fact, whatever skill training the student is receiving. Each subcompetency is conceptually described and further defined by behavioral criteria. A rank ordering of the criteria for each subcompetency in order of importance for the subcompetency was performed by five national education experts. Further revision of the original criteria considered clarity and specificity. As discussed in Section I, the rater should compare student performance to the behavioral criteria for each subcompetency to determine the degree of mastery. The ratings from the rating key can then be assigned to each subcompetency (item) based on the number of criteria which the student is able to perform for each subcompetency.

DAILY LIVING SKILLS

1. Managing Family Finances

1. *Identify money and make correct change.* The student should be able to use common denominations of currency in daily activities.
   a. Identify various forms of currency by size and denomination.
   b. Count money in coin and bill denominations.
   c. Make correct change from both coins and bills.
2. *Make wise expenditures.* The student should be able to use available information to purchase necessities within his/her income.
   a. Demonstrate the ability to read and use tags and labels in common purchasing.
   b. Categorize purchasable items in regard to quality and quantity.
   c. Identify and differentiate luxury and necessity purchases in the areas of food, clothing, housing, and transportation.
   d. Differentiate between regular and sale items.
3. *Obtain and use bank and credit services.* The student should be able to use common banking services.
   a. Open a checking account.
   b. Open a savings account.
   c. Write checks, make deposits, and record checking transactions.
   d. Make deposits, withdrawals, and record savings transactions.
   e. Identify resources for obtaining loans.
4. *Keep basic financial records.* The student should be able to construct and use a simple budget.
   a. Construct a personal budget (weekly, biweekly, or monthly).
   b. Identify information and items which should be retained.
   c. Record major income and expenses.
   d. Calculate balances of major debts.
5. *Calculate and pay taxes.* The student should be aware of basic yearly taxes and the procedures for their computation and filing.
   a. List taxes normally assessed in the geographical area.
   b. Identify deadlines for payment of common taxes.
   c. Complete tax forms.
   d. Identify sources for assistance with calculation/filing of common taxes.

2. Selecting, Managing, and Maintaining a Home

6. *Select adequate housing.* The student should be aware of his/her housing needs and resources to meet these needs.
   a. Identify personal or family housing requirements, e.g., space, location.
   b. Identify types of housing available in the community.
   c. Identify advantages and disadvantages of different types of housing.

   d. Identify procedures for renting a house or apartment.
   e. Identify procedures for buying a house.

7. *Maintain a home.* The student should be able to perform routine home cleaning and maintenance.
   a. List routine cleaning and maintenance activities.
   b. Identify the uses of common household cleaning products and equipment, e.g., detergents, vacuum cleaner.
   c. Outline a weekly housekeeping routine.
   d. Use common cleaning products and equipment.
8. *Use basic appliances and tools.* The students should be able to use basic equipment for home maintenance.
   a. Identify common appliances and tools found in the home.
   b. Demonstrate the use of basic appliances and tools.
   c. Demonstrate safety procedures when using appliances and tools.
   d. Perform basic home repairs, e.g., lights, locks, painting.
9. *Maintain home exterior.* The student should be able to perform routine exterior repairs and maintenance.
   a. Identify basic appliances and tools used in exterior maintenance, e.g., ladder, rake, lawnmower.
   b. Demonstrate the use of basic appliances and tools.
   c. Demonstrate safety procedures when using appliances and tools.
   d. Perform common exterior home maintenance and repairs, e.g., grass cutting, painting.

3. Caring for Personal Needs

10. *Dress appropriately.* The student should dress appropriately for work, social, and leisure activities according to weather conditions.
   a. List clothing appropriate for different weather conditions.
   b. List clothing appropriate for different activities.
   c. Select appropriate clothing for a given occasion.
11. *Exhibit proper grooming and hygiene.* The student should be able to care for his/her own personal appearance and hygiene.
   a. Demonstrate the ability to wash individual body parts and use of bathtub/shower.
   b. Demonstrate proper oral hygiene, e.g., brushing, flossing.
   c. Demonstrate proper use of deodorant, hair care products, manicure products, etc.
12. *Demonstrate knowledge of physical fitness, nutrition, and weight control.* The student should be able to combine nutrition and exercise in order to maintain normal fitness and weight.
   a. List ways in which nutrition relates to health.
   b. List ways in which exercise relates to health.
   c. Describe meals balanced for nutritional and caloric content.
   d. Perform common physical exercises, e.g., walking, jogging.
13. *Demonstrate knowledge of common illness prevention and treatment.* The student should recognize common illnesses and health hazards and be aware of resources for treatment.
   a. List major symptoms of common illnesses.
   b. Identify potential hazards found in the home.
   c. List health reasons for cleanliness.
   d. Identify resources for assistance with medical problems.
   e. List common medicines found in the home and their uses.
   f. Demonstrate basic first aid techniques.

4. Raising Children and Enriching Family Living

14. *Prepare for adjustment to marriage.* The student should recognize basic adjustments and responsibilities involved in marriage and aids to those adjustments.
   a. Identify personal adjustments in marriage.
   b. Describe personal responsibilities in marriage.
   c. Describe joint responsibilities in marriage.
   d. List reason for family planning.
   e. List methods of contraception.
15. *Prepare for raising children (physical care).* The student should be aware of basic responsibilities and methods involved with the physical care of children.
   a. List responsibilities involved in child care.
   b. Demonstrate procedures for care of child's physical health.
   c. Demonstrate basic safety measures for protection of children.
   d. Identify symptoms of common childhood illnesses.
   e. List basic stages of child development.
16. *Prepare for raising children (psychological care).* The student should be aware of the basic psychological needs of children.
   a. Recognize the child's relationship to the family.
   b. Identify the child's psychological needs, e.g., love, support, acceptance.
   c. List parental responsibilities involved in the psychological care of the child.
   d. List ways to meet parental responsibilities.
   e. Identify common family problems and ways of dealing with these problems.
17. *Practice family safety in the home.* The student should be aware of common health hazards and precautions.
   a. List potential safety hazards in the home.
   b. Identify appropriate action to take in the event of an emergency.
   c. Demonstrate appropriate first aid for home accidents, e.g., cuts, burns.
   d. Identify potential dangers to children outside the home.

5. Buying and Preparing Food

18. *Demonstrate appropriate eating skills.* The student should be able to employ common table etiquette.
   a. Understand the need for proper manners and eating behavior.
   b. Eat a meal using proper etiquette.
   c. Serve different types of food properly.
   d. Eat a meal at a restaurant or public place.
19. *Plan balanced meals.* The student should be able to plan all basic components of a balanced meal.
   a. Identify the basic food groups required in each meal.
   b. Identify appropriate foods eaten at the three typical daily meals.
   c. Describe the time required to prepare foods from the basic food groups.
   d. Plan a meal within a personal budget.
20. *Purchase food.* The student should be able to shop for and select basic foods within a personal budget.
   a. Construct a shopping list within a budget.
   b. Recognize the cost per unit of basic foods, e.g., quart of milk, dozen eggs, loaf of bread.
   c. Distinguish the quality of perishable foods.

- d. Identify different types and cuts of meat, fish, and poultry.
- e. Use newspaper ads to take advantage of sales.
- f. Locate various food retailer locations.

21. *Prepare meals.* The student should master the basic health, safety, counting and measuring, and recipe reading skills involved in food preparation.
    - a. Identify food preparation procedures, e.g., washing, peeling, cooking.
    - b. Follow written instructions to prepare food.
    - c. State the use of basic appliances and cooking utensils.
    - d. Define basic liquid and solid measures.
    - e. Practice kitchen safety procedures.
    - f. Prepare a complete meal for one or more people.

22. *Clean food preparation areas.* The student should understand the need for cleanliness and basic kitchen cleaning procedures.
    - a. Maintain personal hygiene in food preparation areas.
    - b. List reasons for cleaning work area and materials after food preparation.
    - c. Demonstrate appropriate cleaning procedures.
    - d. Demonstrate proper waste disposal.

23. *Store food.* The student should be able to store food so that it will not spoil or be damaged.
    - a. Recognize the need for proper food storage.
    - b. Identify appropriate food storage techniques for different foods.
    - c. Identify ways in which food may spoil.
    - d. Demonstrate appropriate food storage procedures.

6. Buying and Caring for Clothing

24. *Wash clothing.* The student should be able to launder his/her own clothing.
    - a. Describe common laundry products and equipment and their uses.
    - b. Demonstrate appropriate laundering procedures for different types of clothing.
    - c. Use the facilities at a laundromat.

25. *Iron and store clothing.* The student should be able to iron different types of fabrics and articles of clothing as well as store clothing appropriately.
    - a. Identify proper ironing temperature for common fabrics.
    - b. Demonstrate proper ironing techniques for basic clothing articles.
    - c. Demonstrate appropriate safety precautions for using ironing equipment.
    - d. Identify when, how, and where to store clothing.

26. *Perform simple mending.* The student should be able to repair damaged or worn clothing by hand/machine.
    - a. Demonstrate basic hand/machine sewing.
    - b. Demonstrate additional repair techniques, e.g., sewn patches, iron-on patches.
    - c. Match colors and fabrics.

27. *Purchase clothing.* The student should be able to select and purchase clothing in appropriate sizes for varying situations.
    - a. List basic articles of clothing, e.g., shirts, slacks, dresses, coats, shoes.
    - b. Identify personal body measurements.
    - c. List major clothing categories, e.g., dress, work, casual, sports.
    - d. Select a wardrobe within a personal budget.

7. Engaging in Civic Activities

28. *Generally understand local laws and government.* The student should have a basic understanding of local laws and governmental structure.
    - a. List and describe basic categories of local laws, e.g., person, property, traffic.
    - b. Identify consequences of violating laws.
    - c. List basic reasons for government and laws.
    - d. Describe the roles and duties of local officials.

29. *Generally understand federal government.* The student should have a basic understanding of the structure and purpose of federal government.
    - a. Define the purpose of government.
    - b. Generally define democracy and representative government.
    - c. List the three branches of government and their functions.
    - d. Describe the historical antecedents of the federal government.

30. *Understand citizenship rights and responsibilities.* The student should be aware of basic civil rights and responsibilities.
    - a. List basic civil rights, e.g., equal opportunity in employment, education, protection by the law.
    - b. Identify various community services available to citizens, e.g., police protection, public health.
    - c. List major responsibilities of citizens, e.g., voting, paying taxes, observing laws.

31. *Understand registration and voting procedures.* The student should be aware of basic registration and voting procedures, as well as knowing the basic time deadlines for these procedures as they relate to major elections.
    - a. Identify voting requirements and procedures.
    - b. Identify the importance of being an informed voter.
    - c. List the dates for basic elections and the procedures for registration.
    - d. Identify sources which inform the voter about election issues.

32. *Understand selective service procedures.* Although there is no longer a general draft, students should be aware of prior selective service procedures and citizen obligations. This knowledge will be particularly important in the future if women are required to participate in any future drafts.
    - a. Identify who must register for the draft according to current policy.
    - b. Identify when eligible draftees must register.
    - c. Locate selective service offices serving a particular geographical area.

33. *Understand civil rights and responsibilities when questioned by the law.* The student should be aware of his/her responsibility to answer inquiries from law enforcement officials as well as being aware of sources for assistance when answering these inquiries.
    - a. List basic civil rights when being questioned by law enforcement officials, e.g., the right to have legal representation before questioning.
    - b. Identify resources where one can acquire legal aid.
    - c. Identify obligations when being questioned by law enforcement officials.
    - d. Describe the basic court system and its procedures.

8. Utilizing Recreation and Leisure Time

34. *Participate actively in group activities.* The student should be aware of and utilize recreational resources, particularly involving group participation.
   a. Demonstrate competence in basic physical skills.
   b. Identify reasons for participating in group activities.
   c. Demonstrate knowledge of the rules of several activities.
   d. Demonstrate food sportsmanship.
   e. Demonstrate proper care of equipment.
35. *Know activities and available community resources.* The student should be aware of basic public and private recreational resources in the community.
   a. List activities available through both public and private community resources.
   b. Identify activities appropriate to the different seasons of the year.
   c. List the physical and/or financial requirements of common recreational activities.
   d. Participate in recreational activities outside the home.
36. *Understand recreational values.* The student should be aware of the goal of nonwork activities in both physical and mental health.
   a. Differentiate between leisure and work time.
   b. List ways in which recreation affects both physical and mental health, e.g., maintains physical fitness, provides for emotional relaxation.
   c. List personal leisure-time requirements, e.g., the need for physical activity as a result of sedentary employment.
   d. Describe appropriate personal leisure activities.
37. *Use recreational facilities in the community.* The student should demonstrate the ability to make use of commonly available community recreational facilities.
   a. Utilize recreational facilities and equipment in the community.
   b. Arrange transportation to recreational facilities.
38. *Plan and choose activities wisely.* The student should be able to choose and plan leisure activities with regard to personal needs, interests, and finances.
   a. List enjoyable activities.
   b. Differentiate between activities according to cost, time, and location.
   c. Differentiate between activities done individually, small or large groups.
   d. Develop an individual plan of leisure activities.
39. *Plan vacations.* The student should be able to plan the use of extended periods of leisure time.
   a. Identify financial considerations involved in planning a vacation.
   b. List time considerations involved in planning a vacation.
   c. List possible vacation activities.
   d. List resources available for help with making vacation plans.
   e. Describe a proposed vacation plan.

9. Getting around the Community (Mobility)

40. *Demonstrate knowledge of traffic rules and safety practices.* The student should be aware of basic pedestrian and vehicle laws and practices.
   a. List basic pedestrian safety signs and procedures, e.g., crosswalks, pedestrian signals.
   b. Identify reasons for common traffic and safety rules/practices, e.g., safety, orderly movement of machines and people.
   c. Identify vehicle safety signs and procedures.
41. *Demonstrate knowledge and use of various means of transportation.* The student should understand address systems and be able to utilize commonly available transportation.
   a. Demonstrate the ability to utilize local transportation.
   b. Demonstrate the ability to locate street addresses, e.g., differentiate directions and numbering systems.
   c. Identify transportation available in the community.
   d. Identify transportation most appropriate for personal needs.
   e. Interpret city and state and road maps, e.g., directions, symbols, distance.
42. *Drive a car.* The student should prepare for an operator's examination as well as demonstrate knowledge of driving techniques for various situations.
   a. Demonstrate proficiency on the written portion of operator's examination.
   b. Perform all necessary manual operations required to pass operator's examination.
   c. Demonstrate knowledge of driving techniques appropriate for various weather conditions.
   d. Describe appropriate procedures to follow after being involved in an accident.

PERSONAL-SOCIAL SKILLS

10. Achieving Self Awareness

43. *Attain a sense of body.* The student should know how his body looks.
   a. Identify major parts of the body.
   b. List personal physical characteristics.
   c. Describe "typical" physical characteristics and dimensions.
44. *Identify interests and abilities.* The student should know what he likes to do and what he is good at.
   a. List personal abilities.
   b. Identify personal interests.
   c. Demonstrate goal setting in relation to interests and abilities.
   d. List preferences that span a wide range of daily activity.
45. *Identify emotions.* The student should be able to recognize and label his/her feelings and feelings of others.
   a. Identify common emotions, e.g., love, hate, happiness, sadness.
   b. List ways in which one's emotions affect the behavior of self and others.
   c. Differentiate particular emotions in self and others.
   d. Identify ways in which one may cope with different feelings.
46. *Identify needs.* The student should know what his/her physical needs and psychological needs are and how these are met.
   a. List basic physical needs.
   b. List basic psychological needs.
   c. Identify ways to meet the physical needs.
   d. Identify ways to meet the psychological needs.
47. *Understand the physical self.* The student should know the physiological changes in males and females and exhibit an

awareness of sexual facts in preparation for his/her future sex role.
   a. Demonstrate knowledge of age-appropriate sexual information.
   b. List similarities and differences in male and female bodies.
   c. List components of own future sex role.

11. Acquiring Self Confidence

48. *Express feelings of worth.* The student should be able to tell the areas in which he/she is adequate and in which he/she is worthwhile.
   a. List positive physical and psychological attributes.
   b. Express ways in which positive attributes make him/her feel good.
   c. List characteristics necessary to feel good about oneself.
   d. Describe ways in which the action of others affects one's feelings of worth.
49. *Tell how others see him/her.* The student should be able to identify the basic impressions he/she makes on others.
   a. List potential reactions of others to oneself.
   b. Construct a personal view of how others see oneself.
   c. Describe the relationship between own behaviors and others' reactions.
   d. Demonstrate awareness of individual difference in others.
50. *Accept praise.* The student should be able to recognize and accept praise from others.
   a. Identify statements of praise in everyday activities.
   b. List appropriate and inappropriate responses to praise.
   c. Respond to praise statements by others.
   d. List the effects of praise on oneself.
51. *Accept criticism.* The student should be able to accept criticism and/or rejection. It is especially important that the student be able to continue in a situation in the face of criticism or rejection.
   a. Identify critical and/or rejecting types of statements.
   b. List appropriate ways to respond to criticism and/or rejection.
   c. Respond appropriately to critical statements.
   d. List the positive and negative effects of criticism on self.
52. *Develop confidence in self.* The student should be able to focus on the positive characteristics he/she possesses in order to develop self confidence.
   a. Identify positive characteristics of oneself in a variety of areas, e.g., school, work, recreation.
   b. List appropriate ways to express confidence in oneself.
   c. Make positive statements about oneself.
   d. Identify potential reactions of others to expressions of self confidence.

12. Achieving Socially Responsible Behavior

53. *Know character traits needed for acceptance.* The student should be aware of individual characteristics that promote and hinder acceptance.
   a. Identify own acceptable character traits.
   b. Identify acceptable character traits in others.
   c. List character traits necessary for acceptance in various situations.
   d. List different character traits that inhibit acceptance.
54. *Know proper behavior in public places.* The student should be aware of appropriate behavior for common public settings.
   a. Identify reasons for appropriate behavior in public places.
   b. Identify appropriate behavior when using transportation facilities.
   c. Identify appropriate behavior when using eating facilities.
   d. Identify appropriate behavior when using recreational facilities.
55. *Develop respect for the rights and properties of others.* The student should be aware of the rights of private ownership and should know appropriate behavior when dealing with the property of others.
   a. Identify personal and property rights of others, e.g., freedom from physical injury, control of personal property.
   b. Identify reasons for respecting the rights and property of others.
   c. Demonstrate respect for other persons and their property, e.g., talking in turn, appropriate care of borrowed items.
   d. List appropriate situations and procedures for borrowing the property of others.
56. *Recognize authority and follow instructions.* The student should recognize those persons and roles that typically have the right to give instructions and be able to follow minimal instructions.
   a. Identify common authority roles, e.g., teachers, parents, public officials.
   b. Identify reasons for following instructions, e.g., safety, order, convenience.
   c. Respond appropriately to specific instructions from authorities.
   d. Identify situations in which the individual has the right to disregard instructions from authorities, e.g., participation in a physical activity when ill.
57. *Recognize personal roles.* The student should be aware of his roles in common situations, e.g., home, school, work, recreation.
   a. Identify current roles, e.g., child, student, worker.
   b. Identify possible future roles, e.g., spouse, parent, worker.
   c. List roles of significant others, e.g., parents, teachers, employers.
   d. Describe rights and obligations involved in personal roles as they interact with the roles of others, e.g., teacher instructs and makes assignments while students gain knowledge and complete tasks.

13. Maintaining Good Interpersonal Skills

58. *Know how to listen and respond.* The student should know when and how to listen to others, as well as appropriate responses to others in common verbal situations.
   a. Identify proper listening techniques, e.g., look at the speaker, wait for the speaker to finish.
   b. Demonstrate appropriate listening techniques.
   c. Identify positive outcomes of listening appropriately, e.g., gain information, demonstration of respect for others.
   d. Identify negative aspects of listening inappropriately, e.g., others may not speak, or may not be candid when speaking.
59. *Know how to make and maintain friendships.* The student should be aware of the qualities he/she would like to have in

a friend and recognize the rights and responsibilities involved in friendships.

- a. Identify necessary components of a friendship.
- b. List personal considerations in choosing a friend.
- c. List the rights and responsibilities involved in friendships.
- d. List activities that can be shared with friends.

60. *Establish appropriate heterosexual relationships.* The student should be aware of appropriate roles and common procedures for establishing heterosexual relationships.
    - a. Identify behavior appropriate to sex role.
    - b. Identify qualities of an individual who would be desirable as a dating partner.
    - c. Describe appropriate procedures for making a date.
    - d. Identify activities that are appropriate for a date.
61. *Know how to establish close relationships.* The student should recognize the characteristics of intimate friendships, including acceptance and responsibilities.
    - a. List characteristics of close relationships, e.g., trust, acceptability, openness.
    - b. List different types of close relationships, e.g., parent-child, husband-wife, best friends.
    - c. Recognize and respond to intimate feelings of others.
    - d. Identify persons with whom he/she could establish a close relationship.

14. Achieving Independence

62. *Understand the impact of behavior on others.* The student should understand that his/her daily behavior affects others around him/her.
    - a. List ways in which personal behavior affects others around him/her, e.g., disturb work, sleep, provide good or bad examples.
    - b. List situations in which appropriate behavior is critical, e.g., job interviews, work, school.
    - c. Recognize cues from others that behavior is inappropriate, e.g., criticisms, rejection.
    - d. Identify ways in which to correct inappropriate behavior, e.g., ask others for advice, imitate appropriate role models (parents, teachers, close friends).
63. *Understand self organization.* The student should be able to take responsibility for organizing his/her life in terms of tasks and commitments to others in relation to the time available to fulfill these.
    - a. Plan daily activities.
    - b. Identify areas of responsibility in personal life.
    - c. Identify reasons for organizing one's responsibilities/activities.
    - d. Describe ways in which personal organization relates to greater independence, e.g., better ability to deal with routine and unexpected responsibilities.
64. *Develop goal seeking behavior.* The student should develop positive attitudes toward reaching personal goals and understand his/her values toward developing future goals.
    - a. Define a goal.
    - b. List personal goals.
    - c. Identify characteristics of realistic goals.
    - d. Identify appropriate persons for assistance with setting goals.
    - e. Identify potential barriers to goals.
65. *Strive toward self actualization.* The student should develop habits and attitudes necessary for individual growth.
    - a. Identify important characteristics for personal growth, e.g., good habits, positive attitudes, perseverance.
    - b. List elements necessary for a satisfactory personal life.
    - c. Identify sources for continued educational/psychological growth.

15. Achieving Problem Solving Skills

66. *Differentiate bipolar concepts.* The student should be able to differentiate between such concepts as positive and negative as they relate to his/her ideas, plans, values, and decision making skills.
    - a. Examine positive and negative aspects of personal ideas/behavior.
    - b. Identify reasons why ideas, values, and plans have both potentially positive and negative implications.
    - c. Identify situations that require examination of both positive and negative aspects.
67. *Understand the need for goals.* The student should understand the relationship of goals to problem solving behavior.
    - a. Identify ways that goals affect one's life.
    - b. Set model personal goals.
    - c. List outcomes to be considered in goal setting.
    - d. List examples of goal attainment.
68. *Look at alternatives.* The student should be able to seek information and examine alternatives in relation to decision making processes.
    - a. Define the meaning of alternatives.
    - b. List possible alternatives with respect to a personal goal.
    - c. Utilize compromises and alternatives.
    - d. List ways of seeking and finding information that develops alternatives.
69. *Anticipate consequences.* The student should be able to recognize different outcomes developing from decisions.
    - a. Define "consequences" or outcomes.
    - b. List ways in which personal behavior produces consequences.
    - c. Describe the concept of maximum gain for minimum risk.
70. *Know where to find good advice.* The student should recognize when he/she needs outside advice, as well as be aware of where to find such advice.
    - a. Identify situations in which one would need advice.
    - b. List available resources for resolving problems.
    - c. Describe the procedure for contacting appropriate persons for assistance.
    - d. List potential outcomes of seeking advice.

16. Communicating Adequately with Others

71. *Recognize emergency situations.* The student should recognize the sound and meaning of emergency sounds such as sirens and fire alarms, as well as know the appropriate procedures at those times.
    - a. Identify sights and sounds of emergency situations.
    - b. Identify appropriate authorities to contact in emergency situations.
    - c. Describe personal communications indicating emergency situations.
    - d. List personal responsibilities in emergency situations, e.g., how to report fires or accidents.
72. *Read at the level needed for future goals.* The student should be able to read at a 2.5 grade level as a minimum and be familiar with procedures for obtaining information from newspapers and directories.

   a. Demonstrate the ability to read at a minimum level.
   b. Describe common varieties of information available in his/her environment.
   c. Read labels and directions.
   d. Obtain information from newspapers.
   e. Obtain information from telephone directories.

73. *Write at the level needed for future goals.* The student should exhibit writing and spelling skills adequate for social correspondence, job applications, telephone messages.
   a. Write informational notes.
   b. Complete job applications.
   c. Write personal letters.
   d. Take telephone messages.

74. *Speak adequately for understanding.* The student should be able to make consonant and vowel sounds properly with adequate inflections and should be able to express his/her thoughts in complete sentences.
   a. Participate in social conversations.
   b. Demonstrate proficiency in basic language skills.
   c. Demonstrate the ability to adjust voice to situations.
   d. Demonstrate a variety of verbal expressions.

75. *Understand the subtleties of communication.* The student should be able to recognize commonalities in his/her communications to others and their communications to him/her.
   a. Identify the nonverbal elements of communication.
   b. Demonstrate verbal and nonverbal elements of communication.
   c. Identify verbal expressions that correspond to feelings.
   d. Identify verbal expressions that are inconsistent with feelings.

OCCUPATIONAL GUIDANCE AND PREPARATION

17. Knowing and Exploring Occupational Possibilities

76. *Identify the personal values met through work.* The student should understand his/her own personal values and needs satisfied by work.
   a. Recognize that work is necessary to obtain economic independence.
   b. Identify the role of employment in building personal and social relationships.
   c. Identify personal needs that can be met through work.
   d. Describe how work relates to one's self esteem.

77. *Identify the societal values met through work.* The student should understand how occupations relate to the needs and functions of society.
   a. Identify ways in which individual workers help society, e.g., contribute goods and services, pay taxes.
   b. Identify ways in which members of specific occupations contribute to society, e.g., production workers, professionals.
   c. Identify ways in which workers on different jobs are interdependent.
   d. Describe societal rewards for different occupations, e.g., income, esteem.

78. *Identify the remunerative aspects of work.* The student should understand that there are various forms of compensations for work, e.g., piece rates, salaries, hourly wages, commissions.
   a. Identify reasons why people are paid for working, e.g., they are doing a service, they meet a need.
   b. Identify reasons why some jobs pay better than others, e.g., more training involved, higher level of skill.
   c. Discuss meeting personal needs through wages, e.g., purchasing clothes, food, shelter.
   d. Describe the positive and negative aspects of different kinds of wages, e.g., piece rate versus hourly wage.

79. *Understand classification of jobs into different occupational systems.* The student should understand that jobs may be classified in different occupational categories.
   a. Identify the major categories of jobs relevant to his/her interests.
   b. Identify general job categories, e.g., white versus blue collar, service versus production, skilled versus unskilled.
   c. Describe training requirements and wages relating to common job classifications.

80. *Identify occupational opportunities available locally.* The student should be aware of employment opportunities in his/her own community. He/she should also be aware that opportunities vary in different localities.
   a. List sources of information about employment opportunities.
   b. Locate sources of information about employment opportunities.
   c. Utilize the sources of information about employment opportunities, e.g., read want ads, meet with placement specialists.
   d. Describe differences and employment opportunities in varying localities, e.g., rural versus urban, small versus large cities.

81. *Identify sources of occupational information.* The student should be familiar with persons/agencies, as well as directories providing information about occupations.
   a. Identify sources of occupational information, e.g., *Occupational Outlook Handbook*, guidance counselor, employment service.
   b. Identify the kinds of information provided by each source.
   c. Utilize occupational information sources to obtain information specific to a particular job.

18. Selecting and Planning Occupational Choice

82. *Identify major occupational needs.* The student should be aware of his/her personal needs which can be met through employment.
   a. Identify the criteria he/she would use in selecting an occupation, e.g., salary, type of environment, type of responsibilities.
   b. Relate his/her needs to a specific occupational environment, e.g., outdoors versus indoors, factory versus community.
   c. Relate his/her needs to a specific job, e.g., directing others, working alone, having specific responsibilities.
   d. Identify personal/social needs met through work, e.g., acceptance, approval, friendship.
   e. Identify status needs met through work, e.g., standard of living, respect.

83. *Identify major occupational interests.* The student should be aware of his/her personal preferences regarding the different occupational groups.
   a. Identify one or more occupations he/she is interested in pursuing.
   b. Describe the characteristics of that occupation or occupations that enable him/her to pursue interests.

c. Describe ways that an occupation relates to future goals.

84. *Identify occupational aptitudes.* The student should be aware of his/her own strengths and weaknesses as they relate specifically to his/her future in the world of work.
a. Identify different aptitudes necessary in the performance of various jobs, e.g., speed, accuracy, manual dexterity, reading ability.
b. Identify personal aptitudes, e.g., speed, accuracy, fine motor coordination, eye-hand coordination.
c. Identify activities which can improve aptitudes necessary for a personally preferred job.
d. Practice remedial activities.

85. *Identify requirements of appropriate and available jobs.* The student should be able to understand and identify prerequisite skills and training necessary for available jobs.
a. List the requirements for jobs of interest.
b. Determine the extent to which personal qualifications are commensurate with requirements of jobs of interest.
c. Identify alternatives for occupations for which personal qualifications are not commensurate with identified requirements.

86. *Make realistic occupational choices.* The student should be able to integrate his/her knowledge of occupations, specific jobs, and his/her own assets in a systematic manner to select an appropriate occupation.
a. Identify one or more jobs of interest.
b. Obtain specific written information about the above jobs, e.g., qualifications, salary, age.
c. Obtain observational information about the above jobs through participation, e.g., on site visits, work samples, job tryouts.
d. Determine whether identified jobs are commensurate with interests, abilities, and physical and psychological needs.

19. Exhibiting Appropriate Work Habits and Behaviors

87. *Follow directions.* The student should be able to successfully implement instructions and complete a task as directed.
a. Perform a series of tasks in response to verbal instructions.
b. Perform a series of tasks in response to written instructions.

88. *Work with others.* The student should understand the need for cooperation and be able to work cooperatively with others to achieve a common goal.
a. Identify reasons for working with others, e.g., efficiency, need for more than one person to complete a particular task.
b. Recognize the importance of individual components in a cooperative effort.
c. Complete a task working with other persons.

89. *Work at a satisfactory rate.* The student should be able to work fast enough to maintain competitive standards.
a. Perform at satisfactory rates on specific jobs.
b. Identify satisfactory rates required for specific jobs.
c. List reasons that a job must be performed at a certain rate of speed, e.g., production, quotas, deadlines.

90. *Accept supervision.* The student should be aware of the responsibilities of supervisors and should be able to modify his/her work behavior in response to supervisory directives.
a. Complete a job following supervisory instructions.
b. List the roles and responsibilities of supervisors.
c. Identify appropriate responses to supervisory instructions.

91. *Recognize the importance of attendance and punctuality.* The student should learn the importance of being on time, maintaining regular attendance on the job.
a. Identify reasons for good attendance and punctuality, e.g., responsibility to employer, production quotas and deadlines.
b. Identify legitimate versus illegitimate reasons for tardiness and absenteeism, e.g., illness versus oversleeping.
c. Identify appropriate actions to take if late or absent from job.

92. *Meet demands for quality work.* The student should be able to understand and meet an acceptable standard of work.
a. Identify minimum quality standards for various jobs.
b. Identify reasons for quality standards, e.g., protect the consumer, function of the product.
c. Perform simulated work tasks at at least minimum quality standards.

93. *Demonstrate occupational safety.* The student should recognize basic safety precautions for different types of jobs and practice these precautions.
a. Identify potential safety hazards on the job, e.g., slippery floors, cluttered stairways, toxic chemicals, moving machinery.
b. Follow safety instructions on the job, e.g., wear rubber gloves, protective goggles.
c. Identify major reasons for practicing safety on the job, e.g., protection of self and others, maintaining production standards.

20. Physical/Manual Skills

94. *Demonstrate satisfactory balance and coordination.* The student should be able to use his hands and arms in a coordinated fashion as well as maintaining body equilibrium while walking or climbing.
a. Demonstrate satisfactory balance and coordination on simulated work tasks.
b. Demonstrate satisfactory balance and coordination on nonwork tasks, e.g., sports, recreation.
c. Identify the relationship of balance and coordination to job performance.
d. Identify jobs which are realistic in terms of one's own physical capabilities.
e. Practice improvement in balance and coordination.

95. *Demonstrate satisfactory manual dexterity.* The student should be able to use hands and fingers at a level commensurate with his/her occupational interests.
a. Determine personal level of dexterity in both work and nonwork tasks.
b. Identify occupations commensurate with determined dexterity.
c. Identify reasons for dexterity, e.g., appropriate use of tools and equipment.
d. Demonstrate adequate dexterity on work tasks appropriate to an identified occupation.

96. *Demonstrate satisfactory stamina and endurance.* The student should be able to work for a full 8 hours without tiring excessively.
a. Perform satisfactorily for a predetermined simulated work task.
b. Identify jobs where endurance is critical, e.g., construction work, assembly line.

   c. Identify the need for stamina on the job, e.g., to produce expected quotas.

97. *Demonstrate satisfactory sensory discrimination.* The student should possess adequate sensory discrimination for an identified occupation.
   a. Demonstrate size and shape discrimination.
   b. Demonstrate color discrimination, e.g., Dvorine Color Vision Test.
   c. Identify the need for sensory discrimination on an identified job.
   d. Demonstrate auditory discrimination.

21. Obtaining a Specific Occupational Skill

No subcompetencies are specified under this competency because they would have to be unique to be particular skill being acquired. Specific skill training being provided the student should be noted on the CRS record form, for example: on the job training, work-study programs, apprenticeship programs, and public school occupational training programs.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________
f. ______________________________

22. Seeking, Securing, and Maintaining Employment

98. *Search for a job.* The student should be able to utilize employment resources and follow through on job leads.
   a. Identify the steps involved in searching for a job.
   b. Identify a potential job through employment resources, e.g., employment service, newspaper.
   c. Arrange a real or simulated job interview.

99. *Apply for a job.* The student should be aware of appropriate job application procedures and practice these procedures.
   a. Identify appropriate job application procedures.
   b. Collect personal data to be utilized for a job application.
   c. Complete a real or simulated job application.
   d. Apply for a real or simulated job, both in person and by telephone.

100. *Interview for a job.* The student should be able to recognize and implement the common job interview practices.
   a. Obtain an interview.
   b. Identify appropriate interview behaviors, e.g., dress appropriately, arrive punctually, sit and speak appropriately.
   c. Complete a real or simulated job interview.
   d. Obtain transportation to and from the interview.

101. *Adjust to competitive standards.* The student should recognize his/her own limitations with regard to the requirements of a specific job and should know how to remediate his abilities.
   a. Determine the level of personal abilities regarding an identified occupation.
   b. Determine the minimum level of skill and performance required on an identified occupation.
   c. Identify potential remedial activities which might be required by a specific occupation.

102. *Maintain postschool occupational adjustment.* The student should know how to obtain further training to facilitate promotions or occupational change.
   a. Identify potential problems to be encountered from the job.
   b. Identify potential methods for dealing with these identified problems.
   c. Identify resources for assistance if problems cannot be personally resolved.

SECTION IV – INTERPRETATION

The Competency Rating Scale presented in this manual is the first revision of the original CRS. The CRS remains an experimental instrument for field testing only. However, as indicated in the beginning of the manual, the data in Table A-1 provide preliminary guidelines for establishing expected student performance. These data should not be used directly for interpretation, since they were generated from unmodified criteria and a different rating key. Although it would be ultimately desirable for each student to achieve 100% mastery, it is difficult to predict whether this goal can be attained in any present educational setting. Each user will be faced with determining whether complete mastery of a specified percentage of the subcompetencies is preferable to a partial mastery of all the subcompetencies. At this time, the suggested method in interpretation involves the user's identification of student strengths and weaknesses. Such identification should prove useful for developing individualized education programs (IEP's), as well as evaluating IEP outcomes. Since the CRS items are actually the subcompetencies of the Life Centered Curriculum, low rated items can be used to establish short term objectives for individualized planning. Readministration of the CRS can then be used to evaluate the effectiveness of such planning by comparing pre- and postintervention ratings.

The CRS user can review student performance and behavior for any given rating period to determine deficient areas. Such a determination can assist both in general curriculum planning and in individualized planning. If a large percentage of students are deficient in particular areas (subcompetencies, competencies, or domains), emphasis on these areas could be incorporated into general curriculum planning. Individual weaknesses can be remedied through revised IEP's. The user should be aware that the rating key allows only three numerical ratings. The operational definition of the 1 rating ("at least one, but not all") makes student progress on a subcompetency possible without a change in numerical rating. A student might require several years to progress from a rating of 1 on an individual subcompetency to a rating of 2. Therefore, in the IEP evaluation, the user should look for short term gains in the larger categories (competencies or domains). The present system will reflect short term gains when used in this manner.

The CRS user can review student performance and behavior over several rating periods to determine progress as well as establishing realistic expectancies for typical student growth and development. This interpretation not only provides the user with suggestions for immediate curriculum planning on a general and individual basis, but also provides suggestions for long range curriculum sequencing. This type of data should prove particularly useful after systematic analysis, since there is little information available to predict typical developmental stages in the career education of these students.

Although the identified subcompetencies, competencies, and domains are felt to be generally comprehensive, there is no evidence at present that these divisions and their sequencing correlate strongly with student ability to master these objectives at any particular age or developmental stage. Thus, the CRS user has an opportunity to either formally or informally establish expectancies and sequencing in each particular setting. In summary, the CRS user can employ results to:

- Determine individual student strengths and weaknesses.
- Develop and evaluate IEP's for individual students.
- Determine group strengths and weaknesses.
- Plan immediate curriculum for groups of students.
- Monitor individual and group progress.
- Establish empirically derived expectancies for individuals and groups.
- Establish empirically derived developmental stages for these students in career education.
- Develop curriculum sequencing and modification to relate to expectancies and developmental stages.

TABLE A-1

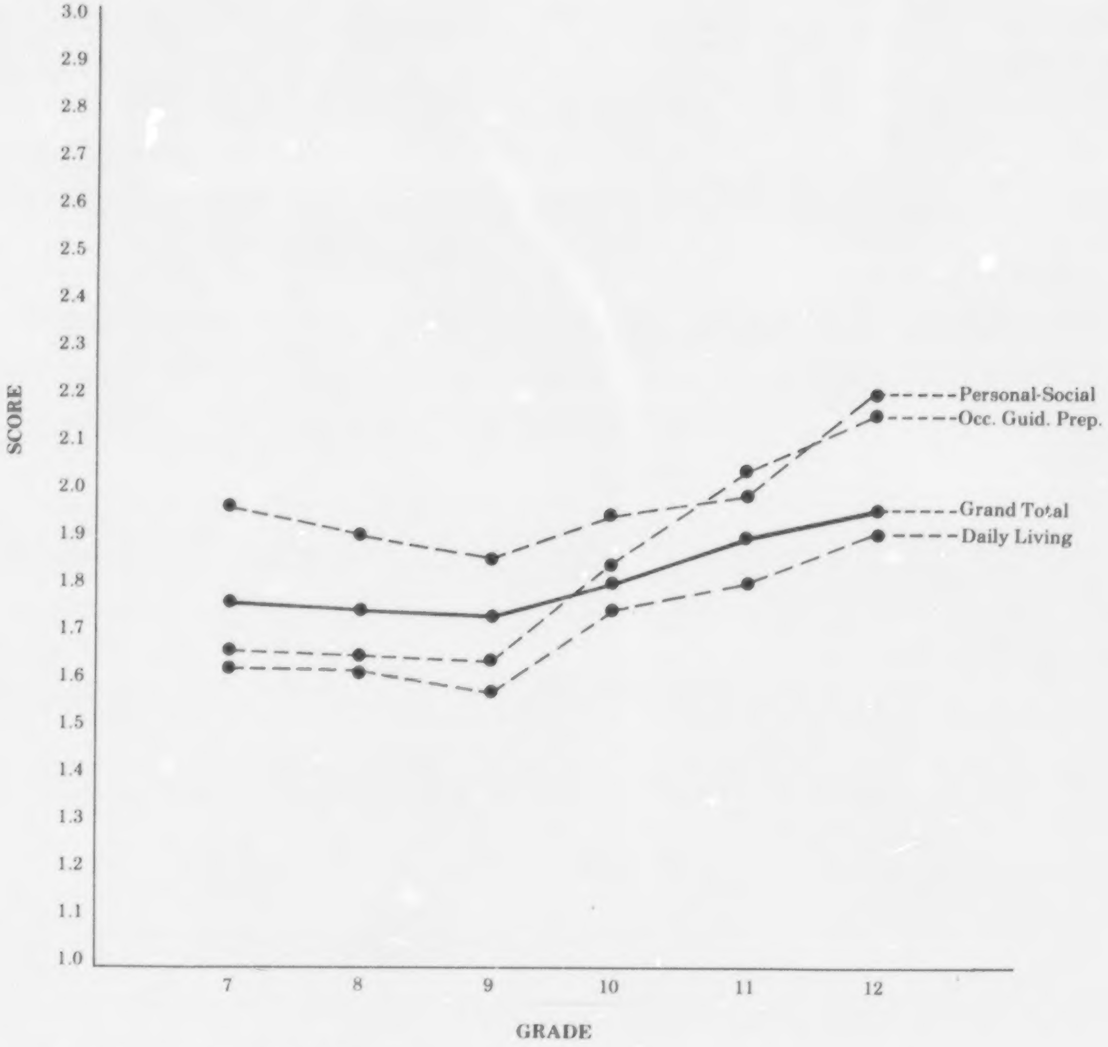
Mean Competency Rating Scale Scores[1]
For All Schools Combined[2]

Domain Competency	*Grade 7* *N* = 51	*Grade 8* *N* = 49	*Grade 9* *N* = 49	*Grade 10* *N* = 58	*Grade 11* *N* = 36	*Grade 12* *N* = 42
1-1	1.50	1.50	1.51	1.57	1.72	1.81
1-2	1.49	1.62	1.51	1.70	1.85	1.91
1-3	2.01	2.22	2.09	2.12	2.18	2.37
1-4	1.38	1.31	1.41	1.54	1.62	1.76
1-5	1.82	1.93	1.77	2.00	2.06	2.25
1-6	1.67	1.64	1.60	1.86	1.96	1.94
1-7	1.31	1.29	1.24	1.36	1.46	1.86
1-8	1.72	1.55	1.56	1.76	1.71	1.74
1-9	1.78	1.61	1.61	1.83	2.04	2.08
Total	1.63	1.63	1.59	1.75	1.84	1.97
2-10	2.08	1.92	2.00	1.92	2.08	2.25
2-11	2.09	1.94	1.88	1.91	1.94	2.22
2-12	2.12	2.07	2.06	2.14	2.16	2.41
2-13	1.92	1.86	1.80	2.02	2.07	2.34
2-14	1.80	1.66	1.65	1.82	1.80	1.97
2-15	1.72	1.71	1.68	1.64	1.77	1.82
2-16	1.98	2.04	1.88	2.06	2.14	2.20
Total	1.96	1.88	1.82	1.93	1.99	2.17
3-17	1.61	1.50	1.67	1.74	1.94	2.08
3-18	1.30	1.18	1.19	1.48	1.82	1.92
3-19	2.01	2.03	1.97	2.13	2.20	2.36
3-20	2.28	2.17	2.23	2.34	2.47	2.42
3-22	1.12	1.24	1.22	1.54	1.80	1.90
Total	1.66	1.62	1.66	1.85	2.05	2.14
Grand Total	1.75	1.71	1.69	1.84	1.96	2.09

[1] Based on 1, 2, 3 ratings, 3 being the highest rating.

[2] N = 285.

FIGURE A-1
Mean Competency Rating Scale Scores[1]
For All Schools Combined.[2]



[1] Based on 1, 2, 3 ratings, 3 being the highest rating.
[2] *N* = 285.

FIGURE A-2
LIFE CENTERED CAREER EDUCATION
Competency Rating Scale
Record Form
Experimental[1]

DAILY LIVING SKILLS

Student Name____________________ Date of Birth____________ Sex ____________

School________________ City________________ State ____________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM	MM	MM	MM	MM	MM		
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1/77	5/1/78	5/1/79	5/1/80	5/1/81	5/1/82	5/1/83		
1. Managing Family Finances									*Yes*	*No*
1. Identify money and make correct change		1	1	2	2	2	2	2		
2. Make wise expenditures		1	1	1	1	2	2	2		
3. Obtain and use bank and credit services		0	0	1	1	1	2	2		
4. Keep basic financial records		0	0	0	1	1	2	2		
5. Calculate and pay taxes		0	0	0	0	1	1	1	x	
2. Selecting, Managing, and Maintaining a Home										
6. Select adequate housing		1	1	1	1	1	2	2		
7. Maintain a home		1	1	1	1	2	2	2		
8. Use basic appliances and tools		1	1	1	2	2	2	2		
9. Maintain home exterior		0	1	1	1	1	1	1	x	
3. Caring for Personal Needs										
10. Dress appropriately		1	2	2	2	2	2	2		
11. Exhibit proper grooming and hygiene		1	2	2	2	2	2	2		
12. Demonstrate knowledge of physical fitness, nutrition and weight control		0	1	1	1	1	1	1	x	
13. Demonstrate knowledge of common illness prevention and treatment		0	1	1	1	1	1	1	x	
4. Raising Children and Enriching Family Living										
14. Prepare for adjustment to marriage		0	0	0	1	1	1	1		x
15. Prepare for raising children (physical care)		1	1	1	1	1	1	1	x	
16. Prepare for raising children (psychological care)		0	0	0	0	1	1	1		x
17. Practice family safety in the home		0	1	1	1	1	1	1	x	

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16c Hill Hall, University of Missouri, Columbia MO 65201.

FIGURE A-2 (continued)

Subcompetencies	*Rater(s)*	MM	MM	MM	MM	MM	MM	MM		
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1 77	5/1/ 78	5/1/ 79	5/1/ 80	5/1/ 81	5/1/ 82	5/1/ 83		
5. Buying and Preparing Food									*Yes*	*No*
18. Demonstrate appropriate eating skills		1	1	2	2	2	2	2		
19. Plan balanced meals		0	0	1	1	1	2	2		
20. Purchase food		1	1	1	1	1	2	2		
21. Prepare meals		1	1	1	2	2	2	2		
22. Clean food preparation areas		1	1	2	2	2	2	2		
23. Store food		1	1	1	2	2	2	2		
6. Buying and Caring for Clothing										
24. Wash clothing		1	2	2	2	2	2	2		
25. Iron and store clothing		1	2	2	2	2	2	2		
26. Perform simple mending		1	1	1	1	1	2	2		
27. Purchase clothing		1	1	1	1	1	2	2		
7. Engaging in Civic Activities										
28. Generally understand local laws and government		0	1	1	1	2	2	2		
29. Generally understand federal government		0	1	1	1	1	2	2		
30. Understand citizenship rights and responsibilities		0	1	1	1	2	2	2		
31. Understand registration and voting procedures		0	1	1	1	1	2	2		
32. Understand selective service procedures		0	1	1	1	2	2	2		
33. Understand civil rights and responsibilities when questioned by the law		0	1	1	1	1	1	2		
8. Utilizing Recreation and Leisure										
34. Participate actively in group activities		1	1	2	2	2	2	2		
35. Know activities and available community resources		0	1	1	2	2	2	2		
36. Understand recreational values		0	1	1	1	2	2	2		
37. Use recreational facilities in the community		0	1	1	1	2	2	2		
38. Plan and choose activities wisely		1	1	1	2	2	2	2		
39. Plan vacations		0	0	1	1	1	1	1	x	
9. Getting around the Community (Mobility)										
40. Demonstrate knowledge of traffic rules and safety practices		1	1	1	1	2	2	2		
41. Demonstrate knowledge and use of various means of transportation		0	1	1	2	2	2	2		
42. Drive a car		0	0	0	0	1	1	1	x	
*Total Possible Score (TPS) = N × 2 84, 84, 84, 84, 84, 84, 84	*Total actual Score (TAS)	20	38	45	53	64	73	74		
	*Average Score (AS) = TAS/N	.48	.90	1.07	1.26	1.52	1.74	1.76		

Comments: ____

*Refer to the CRS manual for calculation and interpretation.

FIGURE A-2 (continued)

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale

Record Form

Experimental[1]

PERSONAL-SOCIAL SKILLS

Student Name________________ Date of Birth________________ Sex ________________

School________________ City________________ State ________________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM	MM	MM	MM	MM			
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1/77	5/1/78	5/1/79	5/1/80	5/1/81	5/1/82	5/1/83		
10. Achieving Self Awareness									*Yes*	*No*
43. Attain a sense of body		1	1	2	2	2	2	2	__	__
44. Identify interests and abilities		1	1	1	1	1	2	2	__	__
45. Identify emotions		1	1	1	2	2	2	2	__	__
46. Identify needs		1	1	1	2	2	2	2	__	__
47. Understand physical self		1	1	1	1	2	2	2	__	__
11. Acquiring Self Confidence										
48. Express feelings of worth		1	1	1	1	1	1	1	x	__
49. Tell how others see him/her		1	1	1	1	1	2	2	__	__
50. Accept praise		1	1	2	2	2	2	2	__	__
51. Accept criticism		1	1	2	2	2	2	2	__	__
52. Develop confidence in self		1	1	1	2	2	2	2	__	__
12. Achieving Socially Responsible Behavior										
53. Know character traits needed for acceptance		1	1	1	2	2	2	2	__	__
54. Know proper behavior in public		1	1	2	2	2	2	2	__	__
55. Develop respect for the rights and properties of others		1	1	2	2	2	2	2	__	__
56. Recognize authority and follow instructions		1	1	1	2	2	2	2	__	__
57. Recognize personal roles		1	1	1	2	2	2	2	__	__

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

FIGURE A-2 (continued)

Subcompetencies	Rater(s)	MM	MM	MM	MM	MM	MM	MM		
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1/77	5/1/78	5/1/79	5/1/80	5/1/81	5/1/82	5/1/83		
13. Maintaining Good Interpersonal Relationships										
58. Know how to listen and respond		1	1	1	2	2	2	2		
59. Know how to make and maintain friendships		1	1	1	2	2	2	2		
60. Establish appropriate heterosexual relationships		0	1	1	1	1	1	1	x	
61. Know how to establish close relationships		0	0	1	1	1	1	1	x	
14. Achieving Independence										
62. Understand the impact of behavior on others		1	1	1	2	2	2	2		
63. Understand self organization		1	1	1	1	1	1	1	x	
64. Develop goal seeking behavior		1	1	1	1	1	2	2		
65. Strive toward self actualization		1	1	1	1	1	1	1	x	
15. Achieving Problem Solving Skills										
66. Differentiate bipolar concepts		1	1	1	2	2	2	2		
67. Understand the need for goals		1	1	2	2	2	2	2		
68. Look at alternatives		1	1	1	2	2	2	2		
69. Anticipate consequences		1	1	1	1	2	2	2		
70. Know where to find good advice		1	1	1	1	2	2	2		
16. Communicating Adequately with others										
71. Recognize emergency situations		1	2	2	2	2	2	2		
72. Read at the level needed for future goals		1	1	1	1	1	2	2		
73. Write at the level needed for future goals		1	1	1	1	1	1	1	X	
74. Speak adequately for understanding		2	2	2	2	2	2	2		
75. Understand the subtleties of communication		1	1	1	2	2	2	2		
*Total Actual Score (TAS)		32	33	41	54	56	60	60		
*Average Score (AS) × TAS/N		.97	1.0	1.24	1.64	1.69	1.82	1.82		

*Total Possible Score (TPS) = N × 2 66, 66, 66, 66, 66, 66, 66

Comments: ______

*Refer to the CRS manual for calculation and interpretation.

FIGURE A-2 (continued)

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale
Record Form
Experimental[1]

OCCUPATIONAL GUIDANCE AND PREPARATION

Student Name____________________Date of Birth____________________Sex ____________________

School____________________City____________________State ____________________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*	MM	MM	MM	MM	MM	MM			
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1/77	5/1/78	5/1/79	5/1/80	5/1/81	5/1/82	5/1/83	*Yes*	*No*
17. Knowing and Exploring Occupational Possibilities										
76. Identify the personal values met through work		0	1	1	1	1	2	2		
77. Identify the societal values met through work		0	1	1	2	2	2	2		
78. Identify the remunerative aspects of work		1	1	2	2	2	2	2		
79. Understand the classification of jobs into different occupational systems		0	0	1	1	1	1	1	x	
80. Identify occupational opportunities available locally		0	0	1	1	2	2	2		
81. Identify sources of occupational information		0	0	1	1	1	2	2		
18. Selecting and Planning Occupational Choices										
82. Identify major occupational needs		0	0	1	2	2	2	2		
83. Identify major occupational interests		0	1	1	2	2	2	2		
84. Identify occupational aptitudes		NR	0	1	1	1	2	2		
85. Identify requirements of appropriate and available jobs		NR	0	1	1	1	1	2		
86. Make realistic occupational choices		NR	0	0	1	1	1	1	x	
19. Exhibiting Appropriate Work Habits and Behaviors										
87. Follow directions		1	1	1	2	2	2	2		
88. Work with others		1	1	1	2	2	2	2		
89. Work at a satisfactory rate		1	1	1	1	2	2	2		
90. Accept supervision		1	1	2	2	2	2	2		
91. Recognize the importance of attendance and punctuality		0	1	2	2	2	2	2		
92. Meet demands of quality work		1	1	1	1	1	1	1	x	
93. Demonstrate occupational safety		1	1	1	1	2	2	2		

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FIGURE A-2 (continued)

Subcompetencies	*Rater(s)*	MM	MM	MM	MM	MM	MM			
	Grade Level	7	7	8	9	10	11	12		
	Date(s)	9/1/77	5/1/78	5/1/79	5/1/80	5/1/81	5/1/82	5/1/83		
									Yes	*No*
20. Physical-Manual Skills										
94. Demonstrate satisfactory balance and coordination		1	1	2	2	2	2	2		
95. Demonstrate satisfactory manual dexterity		1	1	1	2	2	2	2		
96. Demonstrate satisfactory stamina and endurance		1	1	1	1	2	2	2		
97. Demonstrate satisfactory sensory discrimination		1	1	1	1	1	1	1	x	
21. Obtaining a Specific Occupational Skills										
a.										
b.										
c.										
d.										
e.										
f.								1	x	
22. Seeking, Securing, and Maintaining Employment										
98. Search for a job		NR	0	1	1	1	2	2		
99. Apply for a job		NR	0	1	1	1	1	2		
100. Interview for a job		NR	0	0	1	1	1	2		
101. Adjust to competitive standards		NR	0	0	1	1	1	1	x	
102. Maintain postschool occupational adjustment		NR	0	0	1	1	1	1	x	

*Total Possible Score (TPS) = N × 2 38, 54, 54, 54, 54, 54, 56

*Cumulative TPS 188, 204, 204, 204, 204, 204, 206

*Total Actual Score (TAS)	11	15	27	37	41	45	49
*Average Score (AS) × TAS/N	.58	.56	1.0	1.37	1.52	1.67	1.75
*Cumulative TAS	63	86	113	144	161	178	183
*Cumulative AS	.68	.82	1.1	1.42	1.86	1.76	1.78

Comments: Requires postsecondary vocational education to complete automatic transmission repair training.

*Refer to the CRS manual for calculation and interpretation.

REFERENCES

Brolin, D. E. *Programming retarded in career education: Working paper no. 1.* Columbia: University of Missouri, 1974.

Brolin, D. E., McKay, D. J., West, L. L., & Malever, M. *Project PRICE Competency Rating Scale manual.* Columbia: University of Missouri, 1976.

McIntosh, S., Tuoti, L., & Brown, G. *Daily living, personal-social, and occupational skills development for educable retarded students: Working paper no. 4.* Columbia: University of Missouri, 1975.

Appendix B
Master Forms for Duplication

The forms on the following pages are designed to be reproduced for use with the Life Centered Career Education Curriculum. The following forms are given:

- Competency Rating Scale
    - Daily Living Skills
    - Personal-Social Skills
    - Occupational Guidance and Preparation
- Individualized Education Program Form

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale
Record Form

Experimental[1]

DAILY LIVING SKILLS

Student Name____________________Date of Birth____________Sex ____________

School________________City____________________State ____________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*									
	Grade Level									
	Date(s)									
1. Managing Family Finances									*Yes*	*No*
1. Identify money and make correct change										
2. Make wise expenditures										
3. Obtain and use bank and credit services										
4. Keep basic financial records										
5. Calculate and pay taxes										
2. Selecting, Managing, and Maintaining a Home										
6. Select adequate housing										
7. Maintain a home										
8. Use basic appliances and tools										
9. Maintain home exterior										
3. Caring for Personal Needs										
10. Dress appropriately										
11. Exhibit proper grooming and hygiene										
12. Demonstrate knowledge of physical fitness, nutrition and weight control										
13. Demonstrate knowledge of common illness prevention and treatment										
4. Raising Children and Enriching Family Living										
14. Prepare for adjustment to marriage										
15. Prepare for raising children (physical care)										
16. Prepare for raising children (psychological care)										
17. Practice family safety in the home										

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16c Hill Hall, University of Missouri, Columbia MO 65201.

Subcompetencies									
Rater(s)									
Grade Level									
Date(s)									
5. Buying and Preparing Food								*Yes*	*No*
18. Demonstrate appropriate eating skills	—	—	—	—	—	—	—	—	—
19. Plan balanced meals	—	—	—	—	—	—	—	—	—
20. Purchase food	—	—	—	—	—	—	—	—	—
21. Prepare meals	—	—	—	—	—	—	—	—	—
22. Clean food preparation areas	—	—	—	—	—	—	—	—	—
23. Store food	—	—	—	—	—	—	—	—	—
6. Buying and Caring for Clothing									
24. Wash clothing	—	—	—	—	—	—	—	—	—
25. Iron and store clothing	—	—	—	—	—	—	—	—	—
26. Perform simple mending	—	—	—	—	—	—	—	—	—
27. Purchase clothing	—	—	—	—	—	—	—	—	—
7. Engaging in Civic Activities									
28. Generally understand local laws and government	—	—	—	—	—	—	—	—	—
29. Generally understand federal government	—	—	—	—	—	—	—	—	—
30. Understand citizenship rights and responsibilities	—	—	—	—	—	—	—	—	—
31. Understand registration and voting procedures	—	—	—	—	—	—	—	—	—
32. Understand selective service procedures	—	—	—	—	—	—	—	—	—
33. Understand civil rights and responsibilities when questioned by the law	—	—	—	—	—	—	—	—	—
8. Utilizing Recreation and Leisure									
34. Participate actively in group activities	—	—	—	—	—	—	—	—	—
35. Know activities and available community resources	—	—	—	—	—	—	—	—	—
36. Understand recreational values	—	—	—	—	—	—	—	—	—
37. Use recreational facilities in the community	—	—	—	—	—	—	—	—	—
38. Plan and choose activities wisely	—	—	—	—	—	—	—	—	—
39. Plan vacations	—	—	—	—	—	—	—	—	—
9. Getting around the Community (Mobility)									
40. Demonstrate knowledge of traffic rules and safety practices	—	—	—	—	—	—	—	—	—
41. Demonstrate knowledge and use of various means of transportation	—	—	—	—	—	—	—	—	—
42. Drive a car	—	—	—	—	—	—	—	—	—
*Total actual Score (TAS)	—	—	—	—	—	—	—		
*Average Score (AS) = TAS/N	—	—	—	—	—	—	—		

*Total Possible Score (TPS) = N × 2 ________

Comments: ____

____

*Refer to the CRS manual for calculation and interpretation.

LIFE CENTERED CAREER EDUCATION

Competency Rating Scale

Record Form

Experimental[1]

PERSONAL-SOCIAL SKILLS

Student Name____________________Date of Birth________________________Sex ______________________________

School_____________________________City__________________________State ______________________________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*									
	Grade Level									
	Date(s)									
10. Achieving Self Awareness									*Yes*	*No*
43. Attain a sense of body										
44. Identify interests and abilities										
45. Identify emotions										
46. Identify needs										
47. Understand physical self										
11. Acquiring Self Confidence										
48. Express feelings of worth										
49. Tell how others see him/her										
50. Accept praise										
51. Accept criticism										
52. Develop confidence in self										
12. Achieving Socially Responsible Behavior										
53. Know character traits needed for acceptance										
54. Know proper behavior in public										
55. Develop respect for the rights and properties of others										
56. Recognize authority and follow instructions										
57. Recognize personal roles										

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Subcompetencies	*Rater(s)*									
	Grade Level									
	Date(s)									
13. Maintaining Good Interpersonal Relationships										
58. Know how to listen and respond		—	—	—	—	—	—	—	—	—
59. Know how to make and maintain friendships		—	—	—	—	—	—	—	—	—
60. Establish appropriate heterosexual relationships		—	—	—	—	—	—	—	—	—
61. Know how to establish close relationships		—	—	—	—	—	—	—	—	—
14. Achieving Independence										
62. Understand the impact of behavior on others		—	—	—	—	—	—	—	—	—
63. Understand self organization		—	—	—	—	—	—	—	—	—
64. Develop goal seeking behavior		—	—	—	—	—	—	—	—	—
65. Strive toward self actualization		—	—	—	—	—	—	—	—	—
15. Achieving Problem Solving Skills										
66. Differentiate bipolar concepts		—	—	—	—	—	—	—	—	—
67. Understand the need for goals		—	—	—	—	—	—	—	—	—
68. Look at alternatives		—	—	—	—	—	—	—	—	—
69. Anticipate consequences		—	—	—	—	—	—	—	—	—
70. Know where to find good advice		—	—	—	—	—	—	—	—	—
16. Communicating Adequately with others										
71. Recognize emergency situations		—	—	—	—	—	—	—	—	—
72. Read at the level needed for future goals		—	—	—	—	—	—	—	—	—
73. Write at the level needed for future goals		—	—	—	—	—	—	—	—	—
74. Speak adequately for understanding		—	—	—	—	—	—	—	—	—
75. Understand the subtleties of communication		—	—	—	—	—	—	—	—	—

*Total Possible Score
(TPS) = N × 2 ________

*Total Actual Score (TAS) — — — — — — —

*Average Score (AS) × TAS/N — — — — — — —

Comments: ____________________

____

*Refer to the CRS manual for calculation and interpretation.

LIFE CENTERED CAREER EDUCATION
Competency Rating Scale
Record Form
Experimental[1]

OCCUPATIONAL GUIDANCE AND PREPARATION

Student Name____________________Date of Birth____________________Sex ____________________

School____________________City____________________State ____________________

Directions: Please rate the student according to his/her mastery of *each* item using the rating key below. Indicate the ratings in the column below the date for the rating period. Use the NR rating for items which cannot be rated. For subcompetencies rated 0 or 1 at the time of the final rating, place a check (✓) in the appropriate space in the *yes/no* column to indicate his/her ability to perform the subcompetency with assistance from the community. Please refer to the CRS manual for explanation of the rating key, description of the behavioral criteria for each subcompetency, and explanation of the *yes/no* column.

Rating Key: 0 = Not Competent 1 = Partially Competent 2 = Competent NR = Not Rated

To what extent has the student mastered the following subcompetencies:

Subcompetencies	*Rater(s)*									
	Grade Level									
	Date(s)									
									Yes	*No*
17. Knowing and Exploring Occupational Possibilities										
76. Identify the personal values met through work		—	—	—	—	—	—	—	—	—
77. Identify the societal values met through work		—	—	—	—	—	—	—	—	—
78. Identify the remunerative aspects of work		—	—	—	—	—	—	—	—	—
79. Understand the classification of jobs into different occupational systems		—	—	—	—	—	—	—	—	—
80. Identify occupational opportunities available locally		—	—	—	—	—	—	—	—	—
81. Identify sources of occupational information		—	—	—	—	—	—	—	—	—
18. Selecting and Planning Occupational Choices										
82. Identify major occupational needs		—	—	—	—	—	—	—	—	—
83. Identify major occupational interests		—	—	—	—	—	—	—	—	—
84. Identify occupational aptitudes		—	—	—	—	—	—	—	—	—
85. Identify requirements of appropriate and available jobs		—	—	—	—	—	—	—	—	—
86. Make realistic occupational choices		—	—	—	—	—	—	—	—	—
19. Exhibiting Appropriate Work Habits and Behaviors										
87. Follow directions		—	—	—	—	—	—	—	—	—
88. Work with others		—	—	—	—	—	—	—	—	—
89. Work at a satisfactory rate		—	—	—	—	—	—	—	—	—
90. Accept supervision		—	—	—	—	—	—	—	—	—
91. Recognize the importance of attendance and punctuality		—	—	—	—	—	—	—	—	—
92. Meet demands of quality work		—	—	—	—	—	—	—	—	—
93. Demonstrate occupational safety		—	—	—	—	—	—	—	—	—

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[1] The CRS is a research instrument developed at the University of Missouri-Columbia. Data resulting from the use of the CRS should be clearly labeled experimental and should be interpreted with appropriate caution. Direct inquiries to: Donn E. Brolin, 16C Hill Hall, University of Missouri, Columbia, MO 65201.

Subcompetencies	*Rater(s)*									
	Grade Level									
	Date(s)									
20. Physical-Manual Skills									*Yes*	*No*
94. Demonstrate satisfactory balance and coordination		—	—	—	—	—	—	—	—	—
95. Demonstrate satisfactory manual dexterity		—	—	—	—	—	—	—	—	—
96. Demonstrate satisfactory stamina and endurance		—	—	—	—	—	—	—	—	—
97. Demonstrate satisfactory sensory discrimination		—	—	—	—	—	—	—	—	—
21. Obtaining a Specific Occupational Skills										
a. ______										
b. ______										
c. ______										
d. ______										
e. ______										
f. ______										
22. Seeking, Securing, and Maintaining Employment										
98. Search for a job		—	—	—	—	—	—	—	—	—
99. Apply for a job		—	—	—	—	—	—	—	—	—
100. Interview for a job		—	—	—	—	—	—	—	—	—
101. Adjust to competitive standards		—	—	—	—	—	—	—	—	—
102. Maintain postschool occupational adjustment		—	—	—	—	—	—	—	—	—

*Total Possible Score (TPS) = N × 2 ______

*Total Actual Score (TAS) — — — — — — —

*Average Score (AS) × TAS/N — — — — — — —

*Cumulative TPS ______

*Cumulative TAS — — — — — — —

*Cumulative AS — — — — — — —

Comments: ______

______

*Refer to the CRS manual for calculation and interpretation.

LIFE CENTERED CAREER EDUCATION
Individualized Education Program Form
(Use attachments as needed for each student)

Student's Name:____________ School:____________ Grade:________ Date:____________

SECTION I: Present Level of Educational Performance

SECTION II: Annual Goals

This student will progress toward acquiring functional behaviors in the following competency areas. (Check the appropriate annual goals.)

____ 1. Managing Family Finances
____ 2. Selecting, Managing, Maintaining Home
____ 3. Caring for Personal Needs
____ 4. Raising Children, Family Living
____ 5. Buying and Preparing Food
____ 6. Buying and Caring for Clothing
____ 7. Engaging in Civic Activities
____ 8. Utilizing Recreation and Leisure
____ 9. Getting Around Community (Mobility)
____10. Achieving Self Awareness
____11. Acquiring Self Confidence
____12. Achieving Socially Responsible Behavior
____13. Maintaining Good Interpersonal Relationships
____14. Achieving Independence
____15. Achieving Problem Solving Skills
____16. Communicating Adequately with Others
____17. Knowing & Exploring Occupational Possibilities
____18. Selecting & Planning Occupational Choices
____19. Exhibiting Approp. Work Habits & Behaviors
____20. Developing Physical-Manual Skills
____21. Obtaining a Specific Occupational Skill
____22. Seeking, Securing, & Maintaining Employment

For additional annual goals, attach another sheet.

SECTION III: Specific Educational Services Needed

Goal Number	Special Services Needed	Special Media/Materials and Equipment	Individual Implementors

Individualized Education Program Form

SECTION IV: Short Term Individual Objectives

This student will receive assistance focusing on the following short term individual objectives. (Check specific behaviors and use an attachment for this section if these objectives are developed independently by the implementor. The numbers in parens indicate the annual goal, listed on the previous page, under which these behaviors will be used.)

____ 1. Identify money & make correct change (1)
____ 2. Make wise expenditures (1)
____ 3. Obtain & use bank & credit services (1)
____ 4. Keep basic financial records (1)
____ 5. Calculate and pay taxes (1)
____ 6. Select adequate housing (2)
____ 7. Maintain a home (2)
____ 8. Use basic appliances and tools (2)
____ 9. Maintain home exterior (2)
____10. Dress appropriately (3)
____11. Exhibit proper grooming and hygiene (3)
____12. Phys. fitness, nutrition, weight control (3)
____13. Common illness prevention & treatmt. (3)
____14. Prepare for adjustment to marriage (4)
____15. Prep. raising children (phys. care) (4)
____16. Prep. raising children (psycho. care) (4)
____17. Practice family safety in home (4)
____18. Demonstrate appropriate eating skills (5)
____19. Plan balanced meals (5)
____20. Purchase food (5)
____21. Prepare meals (5)
____22. Clean food preparation areas (5)
____23. Store food (5)
____24. Wash clothing (6)
____25. Iron and store clothing (6)
____26. Perform simple mending (6)
____27. Purchase clothing (6)
____28. Understand local laws (7)
____29. Understand federal government (7)
____30. Understd. citizenship rights & respon. (7)
____31. Understd. regis. & voting procedures (7)
____32. Understd. selective service procedrs (7)
____33. Rights & resp. when questioned by law (7)
____34. Participate in group activities (8)
____35. Know activities & community resources (8)
____36. Understand recreational values (8)
____37. Use recreational facilities in commun. (8)
____38. Plan and choose activities wisely (8)
____39. Plan vacations (8)
____40. Know traffic rules & safety practices (9)
____41. Know various means of transportation (9)
____42. Drive a car (9)
____43. Attain a sense of body (10)
____44. Identify interests & abilities (10)
____45. Identify emotions (10)
____46. Identify needs (10)
____47. Understand physical self (10)
____48. Express feelings of worth (11)
____49. Tell how others see him/her (11)
____50. Accept praise (11)
____51. Accept criticism (11)
____52. Develop confidence in self (11)
____53. Character traits needed for acceptance (11)
____54. Know proper behavior in public (12)
____55. Respect for rights & prop. of others (12)
____56. Rec. authority & follow instructions (12)
____57. Recognize personal roles (12)
____58. Know how to listen and respond (13)
____59. Make and maintain friendships (13)
____60. Establish heterosexual relationships (13)
____61. Establish close relationships (13)
____62. Understd. impact of behavior on others (14)
____63. Understand self organization (14)
____64. Develop goal seeking behavior (14)
____65. Strive toward self actualization (14)
____66. Differentiate bipolar concepts (15)
____67. Understand the need for goals (15)
____68. Look at alternatives (15)
____69. Anticipate consequences (15)
____70. Know where to find good advice (15)
____71. Recognize emergency situations (16)
____72. Read at level needed for future goals (16)
____73. Write at level needed for future goals (16)
____74. Speak adequately for understanding (16)
____75. Understand subtleties of communication (16)
____76. Personal values met through work (17)
____77. Societal values met through work (17)
____78. Remunerative aspects of work (17)
____79. Classification of jobs (17)
____80. Local occupational opportunities (17)
____81. Sources of occupational information (17)
____82. Identify major occupational needs (18)
____83. Identify major occupational interests (18)
____84. Identify occupational aptitudes (18)
____85. Identify job requirements (18)
____86. Make realistic occupational choices (18)
____87. Follow directions (19)
____88. Work with others (19)
____89. Work at a satisfactory rate (19)
____90. Accept supervision (19)
____91. Attendance and punctuality (19)
____92. Meet demands for quality work (19)
____93. Demonstrate occupational safety (19)
____94. Demonstrate balance & coordination (20)
____95. Demonstrate manual dexterity (20)
____96. Demonstrate stamina & endurance (20)
____97. Demonstrate sensory discrimination (20)
____98. Search for a job (22)
____99. Apply for a job (22)
____100. Interview for a job (22)
____101. Adjust to competitive standards (22)
____102. Postschool occupational adjustments (22)

For additional short term individual objectives, attach another sheet.

Individualized Education Program Form

SECTION V: Date and Length of Time relative to specific educational services needed for this student

Goal Number	*Beginning Date*	*Ending Date*	*Goal Number*	*Beginning Date*	*Ending Date*

SECTION VI: Description of Extent to which this student will participate in the regular educational program

	Percent of Time	*Narrative Description/Reaction*
Language arts	________%	
Math	________%	
Science	________%	
Social science	________%	
Vocational	________%	
Physical education	________%	
(other)__________	________%	
(other)__________	________%	

SECTION VII: Justification for type of educational placement of this student

Individualized Education Program Form

SECTION VIII: Individual Responsible for implementing the individual education program

Name	Role/Responsibility

SECTION IX: Objective Criteria, Evaluation Procedures, and Schedule for assessing short term objectives

Objective Criteria can be found in the Competency Rating Scale (CRS). Criteria listed reflect the short term individual objectives checked in Section III of this form.

Evaluation Procedures can be determined by the IEP Committee reviewing the Competency Rating Scale Manual.

Schedule for Assessment should include time, date, frequency, place, etc.

SECTION X: Estimated Date, Location, and Time for next IEP Committee Review Conference

Appendix C
Project PRICE
Personnel

Contributors/PRICE Competency Units

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